Mentorship: A Handbook for Faculty and Graduate Students at the University of Regina

D. C. Malloy, D. R. Blachford,
R. N. Carleton, & M. C. Makelki

UNIVERSITY OF REGINA

Forward

Providing graduate students with high quality education and a satisfying experience have always been focal points of the Faculty of Graduate Studies and Research (FGSR) at the University of Regina. One of the key elements to ensure a successful and rewarding experience is to foster and develop a professional and respectful relationship between supervisor and student. This handbook incorporates mentorship as an integral element of graduate supervision, which aims at establishing a strong working relationship extending beyond conventional academic requirements.

Unlike “quick fix” and “how to” manuals, this timely handbook provides practical ideas and delves deeply into philosophical aspects of mentorship. It first presents practical aspects of mentoring, followed by a theoretical framework. Consequently, the reader is able to examine the related issues of mentoring, and then, if interested, approach the historical and philosophical analysis. The purpose is to impart a full appreciation of mentorship, which will lead to embracing it as an important and meaningful process, as well as providing practical steps and examples to guide the experience.

Another important feature of this handbook is that it is not just the work of an individual professor and experienced supervisor, but is the combined effort of both professors and graduate students. Many questions and issues raised in the handbook came directly from students. Therefore, it is a shared effort and voice. The various languages of the word “mentor” on the cover demonstrate the intent of the authors to reach as diverse an audience as possible.

The FGSR is committed to supporting and creating opportunities to enrich the experience of graduate students. This handbook will be insightful and helpful for graduate students and supervisors in building and enhancing a long lasting and meaningful relationship during their time together in the graduate experience.

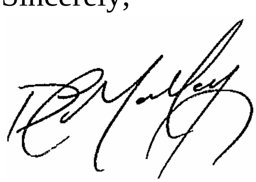
Rod A. Kelln, Ph.D.
Dean of the Faculty of Graduate Studies and Research

Acknowledgement

On behalf of the authors Dr. Dongyan Blachford, Nick Carleton, Michelle Makelki and myself, I wish to thank a number of individuals who were instrumental in the development of this manual. First, I would like to thank the numerous Graduate Chairs throughout the University of Regina for responding to our initial request for feedback regarding the qualities of sound mentorship. Their sage advice is very much appreciated. As well thanks to the Graduate Student Association for their thoughts on what makes an ideal mentor. Their ideas were extremely valuable and provide this manual with a balanced perspective of the mentor and mentee relationship. Thanks extended as well to those individuals who provided us with the translations of the word ‘mentor’ and to Jennifer Fleming who assisted in designing the cover page.

Dr. Gord Asmundson, Dr. Mark Brigham, and Brenda Rossow-Kimball were kind enough to read the first draft, and provided us with excellent comments and suggestions for revision, which we took to heart. Finally, we would like to thank the Dean of FGSR, Dr. Rod Kelln, for not only his feedback on the manuscript itself, but also for his support on what has turned out to be a rather unconventional approach to mentorship.

Sincerely,



DC Malloy, PhD

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Preface & Executive Summary

The purpose of this manual is to provide members of the University of Regina's graduate community with some practical and theoretical tools for establishing a successful, productive, and mutually beneficial mentoring relationship between faculty and students. In the academy, the faculty have a unique opportunity to influence the careers, lives, and minds of our students and professors through our direct involvement in each other's research[1]. This relationship has the potential to foster *meaning* in the students' lives while also providing mentors with a profound sense of *meaning* and *purpose* in their work. On behalf of FGSR, we hope that you find the material useful.

Those who seek mentoring, will rule the great expanse under heaven
Those who boast that they are greater than others, will fall short
Those who are willing to learn from others, become greater
Those who are ego-involved, will be humbled and made small (Shu Ching)(p. xi)

Huang & Lynch (1995). *Mentoring: The Tao of Giving and Receiving Wisdom*, San Francisco: Harper.

This manual is divided into three main sections. We choose to provide the reader with immediate practical advice in Part I to get the mentorship ball rolling quickly and then finish with a philosophical and historical overview of mentorship in Part II to give the reader a sense of the theoretical grounding of this most important role in the university.

The first part of this manual discusses specifically how the student and professor can work toward a new and deeper relationship – one that extends

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[1] We acknowledge that there are many and diverse forms of research being carried out at the University of Regina. In this manual we use the term ***research*** to portray the broadest interpretation of scholarly activities on this campus with the caveat that it is an active, diligent and systematic process of inquiry in order to discover, interpret or revise facts, events, behaviours, or theories, or to make practical applications in conjunction with such facts, laws or theories. The term "research" is also used to describe an original undertaking in the collection and assembling of information about a particular subject.

http://www.google.ca/search?hl=en&defl=en&q=define:research&sa=X&oi=glossary_definition&ct=title

beyond the specific graduate research and the thesis to a level of mutual respect and personal growth. Admittedly, this cannot occur with every student-professor relationship for reasons of time and simple lack of interpersonal connection between two individuals. Further, we do not suggest that the utilitarian or functional relationship should be perceived necessarily as a negative one (albeit an incomplete relationship). We write to make all readers "open to the possibility" of mentorship – whether or not their current academic partnership can aspire to this. In closing the first section, we offer a brief overview of the future for students beyond the completion of their degree requirements and toward their own transition from mentee to mentor.

The second part of this manual provides an exploration into the origins of the term and the value-based and Socratic-oriented rationale for mentorship. We bring in the work of Homer, Socrates, Aristotle, and existential philosophers to emphasise the importance of mentorship in the lives of both student and professor. We attempt to raise the reader's awareness of the possibility of a different kind of relationship and attempt to provide some philosophical tools and rationale to embark on this kind of partnership.

PART I: The Practice of Mentorship

Introduction to Mentorship

We focus on the pragmatic in an attempt to make some practical sense of the notion of university-based mentorship. Before we begin, it is necessary to define the mentorship terrain in a bit more detail. We propose that mentorship transcends other formal forms of “leadership” as it is geared toward a more intimate philosophical connection between two individuals than one of a practical relationship (see our discussion below regarding Socratic mentorship). In contrast is the supervisor-as-manager style. Here the supervisor’s approach is pragmatic with a focus on the research (i.e., getting the job done – by “leaping-in” see Part II). The supervisor-as-manager is efficient, effective, and productive; however he or she will fail to make a long-lasting impression on the student as this style leads to calculative, and not reflective, thinking and behaviour. While there is nothing pernicious with this kind of relationship per se -it does fulfill the immediate task of getting the student through to degree completion - it does not lead toward the kind of mutual growth and deeper sense of self and career that might otherwise occur.

Despite the profound variation in personalities of mentors, there seems to be some consistency in characteristics, regardless of the nature of the mentor, the mentee, or the discipline. In the summer of 2006, graduate co-ordinators at the UofR were given the task of identifying what they perceived to be the most common attributes of mentorship. The following is their list:

Respect. First and foremost mentors respect their students. Students are valued as individuals and not perceived as simply a tool to accomplish a professor’s end. Mentors respect their students’ demographic uniqueness as well as their capacity to learn and their preferred mode of learning. Despite the presence of higher degrees and experience, a mentor never compromises the student’s dignity. Mentors see their role as a responsibility, a privilege, and a reward to guide students successfully through their apprenticeship.

Commitment. Mentors are committed to excellence in their students’ research. They take on graduate scholarship as being as important as their own peer-reviewed endeavours. While they are committed to the research enterprise, they are also committed to the necessary administrative processes (e.g., forms and deadlines) that ensure their students' safe passage through the complex university bureaucracy.

Demanding. Mentors, because they are committed to excellence and because they respect the intellectual potential of their students, demand quality. Though each student's capacities and circumstances will differ, the goal the mentor seeks is to push the student to reach his or her academic potential – to demand less is to fail the student.

Availability. Mentors are (within reason) at the disposal of their students. This includes not only academic advice but also career counselling as well. The mentee feels welcome in the mentor's office and knows that if in need, the mentor will respond. This also implies that the mentor is approachable and flexible. A student can potentially abuse this availability and certain boundaries need to be set early on in the relationship to avoid difficulties down the road.

Encouraging. Success in a graduate programme is often less about intelligence than it is about stubbornness and motivation. The mentor is a motivator through behaviour, optimistic outlook, and explicit encouragement to reinforce that graduate scholarship is a noble path to pursue.

Ethical. The mentor is, whether or not he or she likes it, a role model for the student. As a result it is imperative that the mentor's behaviour is beyond ethical reproach. Trust in the mentor cannot be established unless the mentee is secure in the belief that he or she will be treated with dignity.

Philosophical. The mentor must have the "big picture" in mind when counselling students. Although a Master's or Doctoral degree is of critical importance to the student at this point in time, the mentor must be able to see beyond the degree and assist the mentee to prioritise his or her academic demands against the backdrop of life in general.

Openness. Mentors must be open to discovery – to new ways of thinking – to new possibilities. In this way the adventure becomes a mutual discovery for mentor and mentee and thus becomes motivational, passionate, and fun for both.

Certainly there are other characteristics that we have not mentioned here; however, this list provides us with a solid point of departure. That is, regardless of discipline, the characteristics listed provide a common theme for emerging mentors to consider and for mentees to expect.

As an aside, one of the authors recalled that when he began his Ph.D. (at another institution) a secretary in the graduate studies office said prophetically "personal relations, money, or the completion of your doctorate…you can only have two". Mentors need to be able to assist graduate students to navigate between the *Scylla* of the demands of research and the *Charabdys* of time and thoughts away from friends, family, and secure employment.

We also explored the nature of the characteristics of the 'ideal' mentee. The Graduate Student Association was asked to provide a list of these traits in order to give the mentor an idea of what he or she could expect. Not surprisingly, they are in many respects the mirror image to those of the mentor:

Respectful. As with the mentor, the cardinal virtue of any relationship is to respect the other's dignity. Without this most fundamental virtue, a relationship can and will deteriorate into mutual use and abuse in which the other is perceived simply as a means to an end.

Committed. The ideal mentee is committed not only to his or her course of study but also committed to an academic standard of excellence that exceeds the status quo.

Passionate. Often what distinguishes success from failure in a graduate programme is the students' stubbornness notto succumb to all of the challenges that graduate work will bring, as well, the extent to which the mentee is passionate about the work itself. Without this "fire in the belly", the graduate enterprise is far too difficult and far too long a journey to complete with any measure of happiness.

A Philosophical Openness to Discovery. The mentee needs to wonder why, to take chances, and to be available to intellectual challenges to his or her perspective of how science, administra tion, politics, etc. work. There is a wonderful analogy in a book entitled *Sophie's World* (Gaardner, 1991) in which the philosopher and child are compared to a flea at the tip of a rabbit's fur. The philosophical flea wants to know about the world outside the rabbit (e.g., how it gets pulled out of a magician's hat). The non-philosophical flea remains close to the warmth and safety of the rabbit's skin and cares not for any further complexity to his or her life. Clearly the ideal mentee and mentor resemble the philosophical flea.

Ethical. The mentee must conduct him or herself with the utmost concern for ethical scholarship/research as well as honest interaction with the mentor. Without trust, there can be only superficial interaction.

Armed with a vision of what to expect in terms of characteristics of mentors and mentees, what do we do now? Aristotle would ask, "What is the target at which we aim? What is success? Or what is the purpose of graduate education?" (Gaarder, 1991) The obvious response would be to succeed in completing the degree. A more thoughtful response might be to develop the mentee and mentor to a higher state of cognitive and self-awareness, or to facilitate an environment in which the mentor and mentee can flourish (i.e., eudaimonia). James McGregor Burns (1978) felt that the ultimate purpose of leadership in general was to raise the level of moral development of both the follower and leader. The immediate goals may be to complete the degree, to receive as much funding as possible, to publish results, and so forth; however the ultimate purpose of graduate school is to flourish as individuals – better thinkers, better decision-makers, better writers, better professors…better people. Admittedly, this is hard to measure in our world of empirical accountability, but nevertheless, the mentor and the mentee know when this has happened and they are both certainly aware when it does. Not every success needs to be subject to calculative measures!

In the following section we pose a number of questions to the student and professor in an effort to encourage some introspection, a self-audit if you will, as preparation for the initial meeting between student and professor (potential mentee and mentor).

Mentorship Audit: Questions for Students and Professors

Do you know yourself?

This of course is the "big question" and it is imperative that you are aware of your strengths, weaknesses, and foibles. Some professors can be introverted and bookish and others can be rather gregarious; some work best visually by drawing elaborate concept maps on everything from napkins to blackboards;

others are best suited to detailed work in front of a computer screen – the key is knowing where you are and to having a sense of what you plan to become – being a mentor may be one of those things you wish to be. This is equally important for students in knowing what your strengths are and where you need to be mentored most.

Prior to embarking on becoming a mentee or mentor there are several questions a student and professor must ask of himself/herself. These questions help to clarify the expectations that both individuals have of themselves, of the process, and of each other. Answering these questions in advance will facilitate the process of mentorship and help to ensure success. Although not exhaustive, the following represent for us some of the most critical questions:

What are potentially critical personal issues that may affect my mentorship?
There are a multitude of personal issues that have a dramatic impact on your mentorship process. These issues stem from things internal and external to yourself. Some typically important internal issues stem from your personality traits. For example, whether you are generally relaxed or generally anxious; whether you prefer to work alone or with others; whether you prefer tight control or close supervision or do you work best with a more liberal approach. Your work ethic, levels of dedication to each area of your life (e.g., work, home), and your current background knowledge, are critical to delineating the mentor/mentee relationship and process best suited to everyone's needs. External issues are equally important. For example, funding levels (which determine whether the student needs to work outside academic pursuits during the process); the sheer amount you must work; whether you or your partner is pregnant; whether you or your partner is fully aware of the time and effort graduate school will demand; whether you have children or aging parents that require your attention; your current health; and the social support network you have available to enable your success. These internal and external personal factors must be addressed before you can embark on the process of mentorship.

What are my goals and objectives?
The answer to this may be more complicated than it first seems. Goals and objectives include, of course, the student completing a degree and both mentor

and mentee publishing their research, but there are specifics that need to be considered as well. What does it mean to complete the degree or to disseminate research? How do you expect the completion of either to contribute to your over-arching life goals? Is completing the degree or publishing as many articles as possible an end unto itself, or a means to a greater end, such as employment or simply fulfillment in general? Fully answering these questions requires that you understand what your goals and objectives are for your career and your life.

What are my values and beliefs?

Your values and beliefs are critical components of who you are; they determine how you prioritize your life and dictate what is most important to you. The process of mentorship involves balance, lest your academic goals override everything else, leaving you vulnerable to burnout and distraction. You must be able to recognize that although your academic work may be a key to achieving some of your goals, completion is not your only objective in life. Moreover, your values and beliefs will be integral parts of whatever you produce throughout the mentorship process. Therefore, knowing them in advance will help you to guide the process, avoid biases, and produce work that you are proud to call your own.

***Why do I need a mentor and why do I need to be a mentor*?**

Depending upon your goals and objectives, you may not need to involve yourself in a mentoring relationship at all. If the completed degree is the end and not a means to a further goal, then both student and professor can dispatch each other quickly and efficiently. If, on the other hand, the student and professor see graduate education as more than credentialism, then mentorship can be a medium to attain this deeper sense of flourishing. A mentor can achieve this as a function of willingness, knowledge, and experience. Willingness assumed, this knowledge and experience can prove invaluable, particularly when the mentor is familiar with alternative paths and whether those lead to success or failure. A mentor can provide objective insight, advice, and bolster the student's confidence in the graduate process. The student's specific needs for a mentor will be dictated in part by his or her own experiences thus far as much as by goals and objectives. Understanding why you yourself need a mentor helps to facilitate the relationship and detail what your expectations are for an ideal mentor. Similarly, a professor needs to be aware of the rationale for being open to the possibilities of mentorship and how one's own values play into this behaviour and this relationship. The commitment is significant as is the long-term satisfaction.

What do I look for in a mentor?
Once you have determined your goals and objectives, identified your values and beliefs, and understand why you personally need a mentor, you can formulate the qualities that will comprise your ideal mentor. Some common traits (see characteristics of mentors above) include expertise in your field of choice, experience in the mentorship process, and interests compatible with your own goals. Ideally, you will also share values and beliefs, making the process of mentorship that much easier. In this fashion the two of you are likely to get along and form a healthy working relationship. One of the biggest mistakes a graduate student can make is to discount compatibility of his or her personality with that of a potential mentor.

Who do I really want and need to go through the journey successfully?
Compromises are almost inevitable when trying to find a suitable mentor. This means that a prioritized list of mentor traits is extremely important before you begin the process of finding a mentor. There will be traits that are needed and traits that are wanted. Compromising the former may be disastrous, whereas compromising the latter may be unavoidable, depending on your situation. Be careful, though, not to be overly influenced by a mentor's popularity or funding, as these should be wants, not needs, and can easily confound your selection process.

What do mentors usually look for in a potential mentee?
Dedication is among the most important qualities when evaluating a potential mentee. The process of mentorship is long and often arduous, but always involves a tremendous investment on the part of the mentor. It makes sense then that mentors look for students who are highly committed to their own success. This commitment is often manifested as the mentee knowing his or her self and having clarity of purpose. These are things that become apparent once a mentee has answers to the questions covered here. Thereafter, having compatible

interests and personalities become deciding factors in whether a mentor is willing to work with a potential mentee. From the mentor's perspective, the characteristics outlined earlier in this section describe some of the traits that are desirable and perhaps necessary to move the relationship beyond the utilitarian status quo.

Once this mentorship audit has been carried out, both mentor and mentee should have a good idea of who they are and the aspirations and expectations they have for each other. Now, they are ready to have the first meeting with a firm grounding.

Your First Meeting

In many senses, the first meeting is the most important one, which not only leaves a lasting first impression of the two of you, but also determines how your work and relationship will be for the next few years. With a bit of thought, effort, and preparation, the first meeting can lay a solid foundation on which to build your work relationship. Before you get to know the other person's research work, most people really want to have some idea of what the other is like as a person. To get a good sense of the "fit" of the two, one needs to be open about oneself and show a genuine interest in the other.

As a professor/mentor, you may want to take the initiative to offer your beliefs and values to the student. According to Dave Stoddard (2003), an experienced mentor for more than 20 years, the generation X (born between 1965-1980) has expressed a strong desire for mentors. When asked "Mentoring for what?" their answers can be categorized into three P's: in the order of Passion, Pain, and Priorities. Although there seems to be a desire to be mentored in life in general, it can be applied to one's graduate studies which involve identifying one's passion in academic areas, dealing with various issues along the way (pain), and learning to set priorities. The three P's might help both the mentor and the mentee to establish a common ground to better focus their energies.

Values, beliefs, and vision in life feed one's passion. Skills in communication and understanding ease one's pain in work. Guidance, experience, and advice help clarify priorities. So as a mentor, you need to help the student look at the big picture with long term goals, to view the process, including difficulties and challenges, as part of growth and development, to reduce the pain by sharing it with you, and to develop organization, communication, and research skills to get his/her focus on priorities.

Unless the two of you feel that you are totally at odds and unable to communicate (in which case it is better to call it quits), both should find ways and make an effort to (re)establish trust and open channels of communication. Once you have decided to work together or at least to give it a good shot, both sides should talk clearly about goals and expectations. Before leaving the first meeting, you both need to know:

1. Your respective rights and responsibilities in topic selection, choice of classes, committee formation, and timely submission and response of the student writing (Please refer to FGSR Website)
2. Regular meeting times, reports, and feedback should be discussed;
3. When and where the next meeting will be;
4. What the student needs to prepare and produce before the next meeting;
5. What the mentor needs to provide at the next meeting;
6. Please let each other know how you feel about your first meeting.

By now, you both expect from the other, the willingness to trust, to communicate, and to work towards a common goal. Both should expect to hear each other's voices when disagreements arise. Both expect that with trust and understanding, conflicts will be resolved. Note that the FGSR webpage provides an explanation of The Rights and Responsibilities of Graduate Students. Both mentor and mentee should review this document together to ensure that these rights and responsibilities are clearly understood and accepted (see www.uregina.ca/gradstudies/).

Mentorship Issues

Now that you have set foot in an exciting and long journey, you have to realize that no matter how much you have prepared, things may happen unexpectedly. In addition, when two independent minds work together, most likely, disagreement and even conflicts may occur. How to resolve differences and how to best approach disagreement and conflict are two of the most important parts of mentoring, and are essential skills and tools a mentor needs to have. Below, we have provided some generic examples of potential dilemmas that you might face and ask that you consider how you might respond to them. Discussing each of these would be a useful exercise to get to know how you perceive conflict resolution.

Issues for Professors as Mentors

Challenges and Opportunities. Foster a mentoring mindset by viewing any conflicts and differences as challenges as well as opportunities to learn and to grow not only for the student, also for yourself as a mentor. You may find that such an attitude and approach will have a profound influence on the way that you handle issues and the result will also be more favourable and beneficial to both sides.

Common Interests. Searching for common interests is the key. It is not all about who has the power of knowledge and experience. Instead, it is all about empowerment and positive influence. The bottom line is that a mentor cares greatly for the mentee as a whole human being, not just a means to an end. In other words, your student is not there for the purpose of advancing your career or to boost your number of publications.

Socratic Ignorance. Don't assume that you have it all: the wisdom, the solution, the answers, the experience, and the skills. Even though you may have far more experience and degrees than the student, it does not mean that you are always right. Socrates himself stated "I am the wisest man alive, for I know one thing, and that is that I know nothing" (Laertius, 1925). Many people fall into this trap because of arrogance and/or insecurity. Developing yourself as a mentor is a process to build confidence and esteem and at the same time the security to give to others and to acknowledge your own weaknesses.

Socratic Questioning. When a student comes to you for a solution to their problems (Who should I have on my thesis committee? Should I take this class or that class? Should I drop out or keep going?), rather than "leap-in" and take "care" of the mentee by providing quick answers to obvious questions, it might be more effective (in the long run) for you to pose questions and set the stage for academic awareness and responsibility. The vast majority of administrative queries that faculty and students have can be quickly and easily answered by reading the FGSR website (www.uregina.ca/gradstudies/). Research-related questions from the student are the fertile ground for student learning and the Socratic method of pulling information via counter-questioning is an example of "leaping ahead" and facilitating the thrill of self-discovery.

Listen. Be a good listener in order to identify what the real issue is. In many cases, students complain about various things, but if you listen carefully with empathy and compassion, you will soon be able to pinpoint the roots of the concerns and therefore, address them appropriately.

Set Achievable Goals. Do not attempt too much by pushing too hard and setting unrealistic expectations. Setting high expectations for the student does not mean overwhelming the individual. As a mentor/supervisor, you must be able to help the student to identify the vital priorities in the short term as well as the long term. Then guide them and set a good example of self-discipline and effective organizational skills to focus on these priorities. Performance related expectations should be negotiated earlier and agreed upon.

Be a Willow or a Bamboo – Firm & Flexible. Have firm directions in mind, but be willing to be flexible. As the mentor, you need to assess each concern and issue with care. That means you know when to be firm and when to allow a bending of the rules. You need to understand the regulations and rules thoroughly to be effective in decision-making. Rules and regulations are set up to be used to clarify and to be fair, but are not there to block and stop legitimate concerns and growth.

Leap Ahead. One of the major roles for a mentor is to help the student/mentee to remove and/or go around the barriers, be it emotional, financial, academic, relationship, procedures, and/or a combination of the above. Work out a step-by-step plan to either remove the barriers or to avoid them by traveling a different route. Remember, sometimes a student needs a gentle hand to push and/or pull him/her through.

Share your knowledge, skills and experiences with the mentee. A crucial question is how close should a mentor/mentee relationship be? According to research of eight million people by Tom Rath (2006), employees who have a close friendship with their manager are more than 2.5 times more likely to be satisfied with their job. Although the study has a business focus, the result is true of many relationships that involve one party who assumes a supervisory role to the other.

Issues for Students as Mentees

What are my own responsibilities? As a graduate student, your responsibilities may seem endless at times, including managing coursework, research responsibilities, committee involvement, and possibly even employment outside of the academic unit. However, as a mentee you hold unique responsibilities that are crucial for a successful mentorship relationship. Such responsibilities include being an eager and active participant in your own academic development. That is, being motivated to seek out new information, new ideas, and develop a critical thinking style. To do this, you may consider keeping a journal to track thoughts, issues, and feelings, which can serve to help with your personal reflections, while keeping research ideas assembled for you to revisit when necessary. Ultimately, your success as a graduate student is derived from your own motivation and commitment to the process.

How could I help my mentor to help me? In order to help your mentor to help you, you must first have a clear idea what it is that you would like to see develop from your relationship. It is important that there remains an open and honest style of communication between you and your mentor to foster your mutual academic growth and development. This is best facilitated by explicitly communicating your personal and professional goals, while being clear as to the goals of your mentor. In this way you can both structure and direct your relationship to ensure everyone’s interests are in accordance for realizing both of your goals.

What constitutes a healthy debate? As you and your mentor begin to discuss ideas and conceptualize research projects, it is reasonable to expect you will have some differing opinions and/or interpretations. Accordingly, it is evident that more than one debate will arise during your relationship. Based on this expected reality, it is important to consider what may constitute a healthy debate. Both parties being active listeners and responding to each other's comments in a respectful and thoughtful manner characterize a healthy debate. The key component of a healthy debate is the maintenance and expression of mutual respect. Most differences in opinion can be negotiated; however, consideration must be given to rare situations where they cannot. This is not to say that complete agreement on any given topic is a predicate for mentor-mentee relationship success. It is important to realize that as a mentee you are not obligated to agree with your mentor, and differences in opinion can lead to productive, healthy debates.

When should I hold my ground? In some cases, you may feel it necessary to "hold your ground" even in direct opposition with each other. This is most likely to occur when the mentor and mentee reach an impasse based on fundamental differences in values or beliefs. In an ideal mentor-mentee relationship, this will become a point where two people agree to disagree. This only becomes a problematic issue when the point of disagreement is critical to the direction of the academic relationship. Presumably such pivotal issues would be bypassed by ensuring the relationship was a sufficiently good fit in the first place (e.g., similar personalities, ideologies, and goals). In the event that this is a novel and unanticipated point of disagreement, there are two possible outcomes. First, if the mentee has sufficient faith in the mentor, it might be best to defer to his/her more advanced experience, agreeing to raise the issue at a later date. Second, a conflict may ensue that will require additional steps to resolve.

Where do I go and whom do I turn to for potentially irresolvable issues? Despite most universities having explicit policies regarding irresolvable mentor-mentee issues, the process of maintaining or managing the relationship requires some commentary. Irresolvable issues are rarely truly beyond resolution; however, if the relationship is to survive, a commitment to mutual respect is paramount. This is most easily accomplished through calm, thoughtful deliberations that include a discussion of how both the mentor and mentee would like to proceed beyond an impasse. In cases where values or beliefs are at odds, emotions tend to become substantially involved. If this happens, a cooling off period may be required before proceeding. During this period it may be best to reflect on the point of contention without taking action and then revisit the issue at a later time. It may be that a cooling off period opens space for previously unconsidered possibilities; however, if the conflict remains after the period, an outside mediator may be required. This can be any mutually respected and agreed upon third party (e.g., another professor, a department head, or graduate chair in your department or faculty). Where possible, this person should be decided well in advance of any conflict, to facilitate timely resolution of such issues. In the unlikely event that the disagreement cannot be bypassed or resolved, the mentor and the mentee should consider either pursuing a different academic course, or finding a better-suited relationship with a new mentor. In any case, the relationship can continue to be beneficial with open lines of communication and mutual respect. If either the mentor or mentee has closed off lines of communication, the mentee should seek out his/her own department head, dean, or an independent graduate student resource.

Career Planning and Developing New Mentors

Now that you are on the home stretch and both of you can "see the light at the end of the tunnel", a new phase begins where you both need to shift your focus to the following three areas:

1. Specific issues regarding the thesis draft, defence, graduation, and publication:
    a) How do we get the committee members to respond to the final draft in a timely manner?
    b) How do we handle various different opinions and reactions to the student's thesis? A coherent revising plan is needed, where students should not be the victims of disagreement among supervising committee members.
    c) The issue of who owns the research and related data is one that should be discussed early between mentor and mentee. To facilitate this discussion a number of documents are available which cover intellectual property. The University of Regina Faculty of Graduate Studies and Research has prepared an overview of the Intellectual Property Policy highlighting the relevance for Graduate Students. This information can be found at the following link:

http://www.uregina.ca/gradstudies/publications/ip_grad.shtml
Also helpful is the University's Intellectual Property Policy, which can be accessed using the following link:
http://www.uregina.ca/presoff/vpadmin/policymanual/general/1095.shtml
For additional information please review the Canadian Association for Graduate Studies "Guide to the Intellectual Property of Graduate Students" available at the following link:
http://www.cags.ca/pdf/Guide_Intellectual_Property.pdf

d) The issue of authorship and the order in which names appear on a publication should be discussed amongst all authors. Typically the order is a direct reflection of how much each person contributed, with the first author being the main contributor. As a Graduate Student, you will likely have the opportunity to be a co-author; you and your mentor should have conversations early in the publication process regarding authorship order. Also important to keep in mind is that some grant applications require that you state how much you contributed to each publication by assigning a percentage value. To be prepared for this, you may want to consider talking about each person's input with your mentor upon completion of a publication.

e) Rehearsal of the thesis defence is a necessary and crucial part of the defence process. Graduate Students should not only rehearse their presentation a number of times, but also try to arrange audiences to listen and provide additional feedback before the defence date. This will help to ensure that the final presentation is polished while providing an opportunity to field questions about the research.

2. Career planning:
   a) Career guidance could be discussed with the mentor or with others suggested by the mentor.
   b) Job search and/or planning for the next degree or post-doctoral fellowship (PDF) could also be discussed.
   c) The mentor should help the mentee create and build references and assist in bridging these together.

d) Part of being a Graduate Student and conducting research is preparing your work for presentation. It is necessary that you work together with your mentor and seek advice on presenting your research and discuss the appropriate places to submit abstracts/manuscripts. There are many different presentation styles including conference presentations (oral and poster), as well as publishing in journals and books. Since disseminating knowledge is one of your responsibilities as a researcher, bring it up with your mentor so you are prepared.

e) Mentor and mentee should spend some time discussing the preparation necessary for job interviews.

3. Developing for the years ahead:

    a) New mentors and passing on the torch: Reflect on your journey together by identifying what you have learned from each other; what the highlights of the relationship have been; what could have been done differently given a chance to do it again; and what changes (attitude, academic, beliefs, values, approaches, self esteem, world view, etc) you both have made.

    b) Leadership potentials from mentee to mentor: Make personal growth a lifelong personal mission by realizing the following: "growth is not automatic; growth is the great separator between those who succeed and those who don't; growth takes time and only time can reveal certain lessons to us; the more we grow, the more we know we need to grow; growth equals change; growth inside fuels growth outside; and choose to grow in the areas of your strengths, not in the areas of your weakness" (Maxwell, March, 2006)

    c) A can-do attitude and spirit: John Maxwell (August, 2006) identified 10 keys to cultivate a can-do attitude: "disown your helplessness, take the bull by the horns; enter the no whining zone; put on another's pair of shoes; nurture your passion; walk the second mile; quit stewing and start doing; go with the flow; follow through to the end; and expect a return as a result of your commitment".

d) The spirit of risk taking: See risks and failures as great challenges as well as great opportunities, make it the best learning experience, realize the fact that the greatest risk is not taking any risk.

Continue with your growing relationship, as you become friends and peers, recognizing that this relationship will always be one of mentorship.

Conclusion

This first section has focused on the practical aspect of the mentor-mentee relationship. While by no means exhaustive, we have tried to cover as much ground as possible, to provide tools for success, conflict resolution, and avoiding the pitfalls that often accompany this very intimate and demanding partnership. The next section of the manual is a theoretical background of mentorship and is designed to encourage the mentor and mentee to look beyond the technical day-to-day aspects of their relationship and prepare for the next phase in the career for both individuals.

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Part II: Theory & Mentorship

History of Mentorship

Today, the term mentor is used in many different contexts from the academy to medicine to business. We understand this term to be an individual who is experienced, wise, and caring. The mentor is one who, like the Buddhists' Bodhisattva, is committed to help others achieve a better understanding of themselves, their place in the world, and their search for meaningful living. This role differs from other leadership positions because the mentor, more than the 'coach' or the 'advisor', appeals to the true inner sense of meaning in the student or follower. For example, the coach is typically perceived to be the individual who helps us acquire skills – whether on the pitch or in the lab. The coach's role is functional – utilitarian. Similarly, the advisor is one who may provide sound guidance but may remain somewhat removed or aloof from the individual's inner meaning. It is the mentor to whom we look for the grander sense of leadership and care – a role that is rare and more akin to a *calling* than a part of one's job description or professional obligation.

Homer, Fenelon, & Mentor

The historical background of our understanding of the term mentorship is, oddly enough, rather interesting. We typically associate the term with the Mentor of Homer's *Iliad* & *Odyssey* fame. Recall that in this epic poem, Odysseus, King of Ithaca, left his wife, son, and kingdom in the presumably capable hands of his trusted friend and advisor, Mentor. Surprisingly little mention is made of Mentor throughout the story despite the disastrous events that occurred under Mentor's supervision. For example, in the King's ten-year absence, his wife was constantly harassed, his son almost murdered, and his kingdom drained by a group of suitors desperate to take over his kingdom.

> *I have been told that a whole crowd of young gallants are courting your mother and running riot in your house as uninvited guests. (Rieu, 1946, p. 56)*

and

> *Odysseus has come home and high time too! And he's killed the rogues who turned his whole house inside out, ate up his wealth, and bullied his son* (p. 341).

During this ten-year reign of terror, we heard and saw little of the trusted Mentor. So, while he may have assumed the role of teacher, counsellor, and sage *adviser*, he failed to execute on his duties to such an extent that his student's safety (i.e., Telemachus) and future (i.e., as the next King of Ithaca) were in danger. When we do see Mentor acting with some skill it is, in fact, not Mentor at all but the goddess Athena taking his form. Why then do we hold the term "mentor" in such high esteem?

Interestingly, it is a 17th Century French political writer, Fenelon, who provides us with a much more positive image of Homer's Mentor. Fenelon's 'continuation' of the epic poem was written as a thinly veiled allegorical attack upon the despotism of Louis XIV (*le Roi Soleil*). From this novel, *Les Adventures de Telemaque* (1699), we discover Mentor as an individual of wise counsel and compassion. Mentor epitomises the type of supervisor we all hope to be and is likely the real origin for our contemporary understanding of this term. Fenelon writes,

> *Forget not, my son, the pains I took when you were a child, to make you as wise and as valiant as your father (p.160).*

and

> *[Mentor] regulated the whole course of the life of Telemachus in order to raise him to the highest pitch of glory (p.215).*

So, clearly, our perspective on mentorship is based upon the French revolutionary version as opposed to the ancient Greek account of the character, Mentor. Having said this, it is not terribly difficult to find the Homeric Mentor in our midst as we see students being more or less abandoned by supervisors to fend for themselves in the very volatile and often treacherous environment of academic research.

In our world of the academy, while the professor/supervisor may or may not aspire to be a mentor, he or she is provided with the ideal environment and opportunity to do so. In this section of the manual we attempt to provide our faculty members and students, regardless of their stage of development, with some theoretical food for thought and tools to employ in pursuit of a mentoring relationship with students.

Philosophy & Mentorship

Mentorship is based upon two pillars of philosophy – ontology and values. Ontology deals with the essence of what it is to be human…to be a student-as-human and professor-as-human; whereas values, broadly speaking, concern the rationale for why we do what we do. A third consideration is our ethical conduct toward the student and here we focus in on the notion of time.

Ontology

Ontology explores the concept of personhood. It is our perception of the other (i.e., the student) that dictates how we behave ethically toward him or her. For example, one of the grand questions asked in metaphysical or ontological discussion is whether the other is an end in him or herself, or a means to some other end. The former implies a relationship of respect and dignity; the latter inspires a relationship of use and abuse. This dichotomy has been played out in many forums, not the least of which has been in one of Plato's (1956) dialogues, the *Phaedrus*. In this interesting work, Socrates and his friend, Phaedrus, discuss the ideal relationship between the lover and the beloved. Phaedrus is sure that the interaction between the two should be objective and calculating to avoid misunderstanding and the pain of emotional hurt as well as the loss of clear thinking. In other words, the lover and the beloved (i.e., the supervisor and the student) perceive each other as means to each other's end. As long as each receives what they desire, the relationship is sound. Phaedrus states, "No harm must come from it, and benefits must accrue to both" (p234). Socrates disagrees and suggests that the relationship is much more than one of mutual symbiosis. He suggests that it is wrong to:

> *surrender oneself to a man [woman] who is disloyal, bad-tempered, jealous, offensive, harmful to one's income, harmful to one's physical being, most harmful of all to the development of one's soul (p241).*

Socrates argues that the relationship should be governed by each partner's desire to raise the other to a higher level of philosophical awareness. He states that "there is neither nor ever can there be anything of more real importance in heaven or earth [e.g., the university, the lab, or the publication] than the soul" (p. 241). Further he suggests that:

> *If, then, the better part of intelligence wins the victory and guides them to an orderly and philosophic way of life, their life on earth will be happy and harmonious since they have attained discipline and self-control: they have subdued the source of evil in the soul and set free the source of goodness. (p. 256)*

The dialogue essentially outlines the pitfalls of a *quid pro quo* relationship versus one of mutual care and respect with the result being that both individuals flourish (i.e., what Aristotle terms, *eudaimonia*). Clearly the manner in which we perceive the *other* will dictate then how we treat the *other*.

For example, if I perceive my graduate student primarily as a resource, a means to achieve my research end, then I will likely lose sight of the student's authentic personhood. I may perceive the student as little more than a research tool or a lab slave. The student in turn may perceive me as simply a means to his or her end of thesis completion and job acquisition. Both of us appear to be satisfied with this relationship as we get what we want.

In contrast, if I perceive my student as an individual with dignity who is deserving of my utmost care and attention above and beyond the research enterprise and if I perceive myself as having an integral role in opening up the possibility for truly meaningful work and study, then I am fulfilling a role that is so much more noble than a simple exchange of skill and tuition. The former represents coaching or advising, the latter is the true essence of mentorship.

An educational process focused on teaching and learning within dyads, groups, and cultures" [2]

Values

We certainly hear the term value used often enough; however, its use is frequently somewhat cavalier. It is important to explore the meaning of this term further before we can really make good use of it. Christopher Hodgkinson (1983) provides the following definition that is clear and concise:

A concept of the desirable with a motivating force. (p. 36)

If we unpack this definition, we can observe three important points. 1. a value is a concept – something that we invent intellectually, 2. a value is desirable, which implies that it has utility outside us – for the commonwealth (i.e., as opposed to desired by me), and 3. a value motivates us to behave in a particular manner. In other words, if we value X, we do X; if we say we value X but do Y, then we really don't value X we value Y. For example, let's say that a supervisor tells a student that completing assignments on time is valued highly. If the professor demonstrates this preferred behaviour by returning the student's work in a timely fashion, then it could be said that this is truly valued. If, on the other hand, the professor tells the student to be on time, yet does not reciprocate, then this behaviour is not valued – it is rhetoric. The key to a positive relationship then would include a clear understanding of what the student and supervisors genuinely value – only then can each individual know what are the real expectations of each other.

We can unpack this further. England, Dhingra, and Agarwal (1974) argued that values could be weak, adopted, intended, or core in nature

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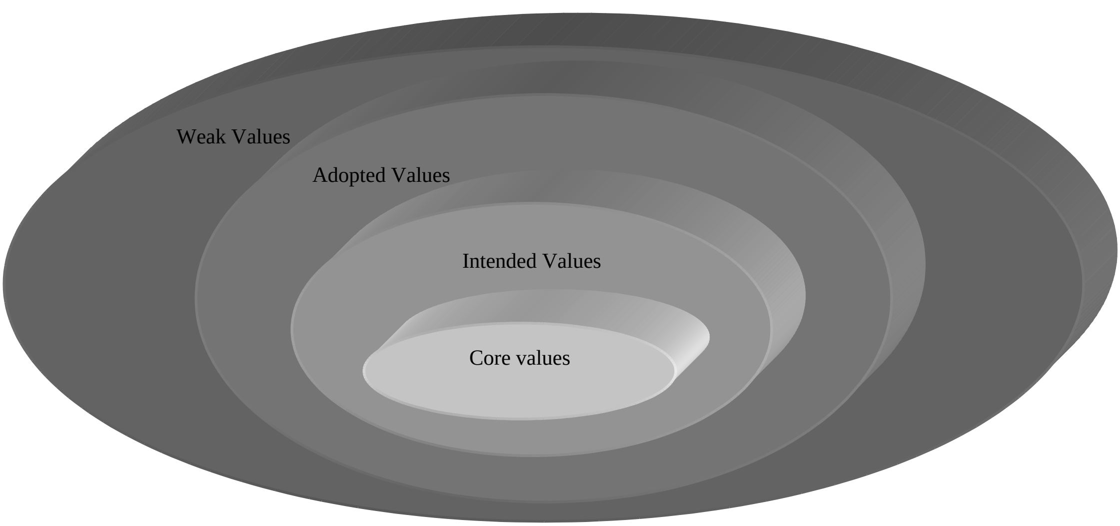
[2] Mullen, C.A. (2005). *The Mentorship Primer,* New York: Peter Lang. (p. 25)

(Figure 1). Weak values do not translate into behaviour. A professor may say that he values research, but if he doesn't do it himself – it is a weak value that does not motivate behaviour. An adopted value is one that is taken on but only in certain contexts. For example, a supervisor may adopt the value of publishing but only as a result of the expectation of the university that employs her. If she moved to a less research-intensive academic environment, she would not make an effort to publish her work. An intended value represents a concept that the individual sincerely believes in; however, should another more powerful value intervene, the intended value will be over-ruled. The professor who honestly intends to be involved in his or her student's research but is "pulled away' by administrative duties could be described as having intended values. Finally, core values are those that cannot be compromised regardless of the circumstance.

Perhaps a core value of professor X is her unwavering commitment to excellence in research and her refusal to take half measures in order to publish her work. As a result of this core value, she takes on the role of research and supervisor of graduate research as a *calling* rather than an obligation under the "publish or perish" mindset.

Figure 1. Value Typologies. Adapted from England et al. (1974)



Another model of values can assist us in having a deeper understanding of values in the academy. The Value Paradigm (Hodgkinson, 1983) presents values in hierarchical fashion – from emotion to conation. At the lowest level of valuation, we value something because we like it – we react instead of think. Values at this level are held based upon preference. Values held at the next level are based upon consensus. We value something because everyone else seems to value it. Cognition enters here but at the level of groupthink. Next, we hold a value because we have performed a logical-scientific assessment of the result of holding this value and it appears to achieve the desired outcome. Finally, we hold a value for reasons that extend beyond reason and emotion; we may value something based on faith or will (Table 1).

Mentoring includes helping mentoring partners to determine their priorities, uncover their passions, and honestly address their pain” [3]

Table 1. The Value Paradigm abridged (Hodgkinson, 1983)

Value	Grounds of Value	Psychological Faculty	Philosophical Orientation
I	PRINCIPLES	Conation Willing	Religion Existentialism Intuition
II **III**	CONSEQUENCE CONSENSUS	Cognition Reason Thinking	Utilitarianism Pragmatism Humanism Democratic liberalism
IV	PREFERENCE	Affect Emotion Feeling	Behaviourism Positivism Hedonism

[3] Stoddard, D.A. (2003). *The Heart of Mentoring*. NAVPRESS: Colorado. (p.11)

Hodgkinson argues in favour of this hierarchy and suggests that it can be used to audit our own value structure. For example, is my motivation for my student to research a function of the pressure I feel from the university or my peers (consensus), or is it based upon my understanding that what graduate students do as researchers is for the betterment of society (consequence)? Hodgkinson would argue that the latter is a much more powerfully motivating level of valuation than the former. We can use this model as a tool to assess where we situate ourselves in terms of the values in the academy and then address inconsistencies or deficiencies. Further, as with the England et al. (1974) model, we can use the Paradigm as a point of departure for discussions with our students and colleagues to assess common ground or value conflict.

Leadership, Relationship, and Values

From what we have discussed thus far, there seems to be a rather close connection between the nature of the professor-student relationship and the nature of one's valuation (Table 2). In some of his earlier work, Hodgkinson (1983) made this connection with leaders in general. For our purposes, we can place these archetypes into the context of the professoriate and discuss each archetype in their pure form.

Table 2. Values and Professorship Styles

Value Orientation	Leadership Style
Type I – Principle	Mentor
Type IIa – Consequence	Technician
Type IIb – Consensus	Politician
Type III – Preference	Exploiter

The Exploiter. This professor is characterised by valuing behaviours that result in personal gratification at the expense of others. Students are perceived to be means to professorial ends - not unlike the relationship promoted by Phaedrus in an earlier section of the manual. As a result of this perception of the student (i.e., as a tool), the professor may consciously or subconsciously exploit the student academically, psychologically, or even physically. When the student is a means to the professor's ends, it may result in positive outcomes for the student or it may result in abuse.

The Politician. This professor is characterised by behaviour geared toward attaining and maintaining popularity. Classes are geared toward entertaining and may or may not have academic rigour or substance. Deadlines are often ignored in order for students not to be upset. This professor rarely is willing to set high standards for the student in an effort to keep everyone complacent. This professor will not challenge the administration or question policy unless there is a ground swell of support for change. No opinion will be voiced unless this individual is quite sure that it is the majority's position (e.g., to do or not do research based upon a faculty's cultural norms). As a result, the student becomes a pawn in the professor's pursuit of his or her own political survival. If the student fits in with this agenda, everyone is happy. If, on the other hand, the student's agenda does not meet with the political climate, then the student is pushed aside as an unwanted guest.

> *Individualised, tailored, one-to-one environments for giving and receiving the gift of wisdom – the time honoured process of mentoring.* [4]

The Technician. The technician is concerned with research outcome. The personal growth and development of the student (and the professor) are secondary at best. The sole focus of the professor-student relationship is to apply for and receive research funding, do the research, publish the findings and repeat this process ad nauseaum. Meaningful relationships or even "meaningful" research[5] is not part of the equation for this single minded individual. While no

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[4] (Huang & Lynch (1995). *Mentoring: The Tao of Giving and Receiving Wisdom*, San Francisco: Harper. (p. xi)

[5] We refer here to the meaningfulness of the research beyond the actual finding or the ability to create a particular device. The question here is not whether we can conduct this particular research but should we conduct it at all. The case in point is the nuclear research by Robert Oppenheimer in the 1940's. This is more to suggest that the implications of the fruits of research need to be examined in addition to the capacity to do the research (for more on this

intentional mistreatment or neglect of the student occurs, the opportunity for authentic growth is minimised in favour of the exclusive pursuit of research.

The Mentor. The professor who is a mentor lives in a different realm than the others we have discussed thus far. This individual's primary focus is an authentic and respectful relationship with students in the mutual pursuit of meaningful research. The mentor operates on the assumption that the research journey that will be shared between the mentor and student is a means to an end and not an end in itself. In other words, the goal that both seek is to flourish as humans and excellence in the pursuit of research is merely the medium through which this excellence is accomplished. It is critical to point out that this Socratic style mentorship results in both professor and student stepping toward and expanding their potential.

The Ethics of Time

Martin Heidegger (1962) wrote at length about the key to understanding one's own authenticity and coming to terms with one's own impending death. Only as a being-unto-death do we realise that were are finite and therefore the limited time we have must be well spent. Ethical use of time implies that we do not waste our own time or the time of anyone else on inauthentic activities. If Heidegger is correct, then the role of mentorship becomes much more essential than one would have supposed. If the professor is a being-unto-death and has chosen this role of leader/mentor authentically, then by extension there is full awareness of the personal implication of spending one's finite hours within the chosen university. In addition, there must be this same mindfulness of the finite hours spent in the academy by the students for whom the mentor is responsible. This realisation is certainly daunting as one comes to understand that any individual could be living their finite life pursuing other ventures. This, to the authentic professor, is cause to take one's role with the utmost seriousness and execute one's leadership behaviour with utmost care. Two implications of this concern for time are immediately apparent – timely return of assignments and timely completion of the degree.

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notion see Martin Heidegger's (1966) *Memorial Address* in *Discourse on thinking*, New York: Harper Torchbooks.

***To Leap in or to Leap Ahead?* (Efficiency vs. Self-discovery)**
One last word from Heidegger seems appropriate here. He presented two interesting concepts that relate directly to our search for deeper understanding of the mentorship relationship. Heidegger described two different ways in which human beings express their interactive relationships and maintain what he calls their "solicitude" —a "care for," or concern about others—and involvement with others in two different ways, one of which is negative and the other positive. Here is Heidegger's description of the negative or inauthentic way of relating to others:

> *Solicitude…can, as it were, take away 'care' from the Other and put itself in his position of concern: it can leap in for him. This kind of solicitude takes over for the Other that with which he is to concern himself. The other is thus thrown out of his own position; he steps back so that afterwards, when the matter has been attended to, he can either take it over as something finished and at his disposal, or disburden himself of it completely. In such solicitude the Other can become one who is dominated and dependent, even if this domination is a tacit one and remains hidden from him (p. 158).*

Experienced & trusted advisor[6]

In terms of mentorship, one could speculate that the dynamics of the relationship between supervisor and student is based on the supervisor's dominance and control of the student. Thus, the supervisors will "leap in" for the student - direct, instruct, order, control, and evaluate what is to be done, and how it is to be done. In this way the student is separated from his or her ownership and responsibility for behaviour within the university and the graduate programme. This is what Heidegger means by saying that the other is

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[6] Author (1956). *The Concise Oxford Dictionary of Current English*. Oxford: Clarendon Press. (p. 745)

“thrown out of his own position,” that is, displaced such that the locus of personal control of the student is not based internally, but externally from “outside” as he or she is directed by the supervisor. This leads to a “disburdening” of the student, who no longer “shares” or “bears his or her own burden,” that is, the student no longer participates actively in the deliberation about the choice of ends for the research, or the selection of means, or his or her own role in the process of achieving those ends. As a result the student is exempted from the responsibility and ownership of what is to be accomplished and the dynamic of the relationship between the supervisor and student in the university is oriented to power, control, domination, and dependency. He states,

> *This kind of solicitude, which leaps in and takes away 'care' is to a large extent determinative for Being with one another, and pertains for the most part to our concern with the ready-to-hand (p. 158).*

This deficient mode of being with others is particularly applicable to our understanding of the prominent dynamics of our modern academic world. This way of relating is consistent with the leadership approach of calculative thinking which emphasises utility and control, the means-ends dynamic of modern technology, and which reflects a kind of tacit "indifference" in which those "who are with one another do not 'matter' to one another" (p. 158) or they matter only to the extent that they can be "dominated" or made "dependent" in the service of some research end outside of themselves.

The second and more positive mode of “being-with,” “solicitude” or “care for” others also applies to the issue of mentorship and shows how an authentic form of leadership will function and will seek to preserve the integrity of the professor, the student, and the university of which they are members, and will seek to open all participants to their own possibilities. Heidegger describes the dynamics of a more authentic being with others as follows:

> *In contrast [to the "care for" others which seeks to dominate them], there is the possibility of a kind of solicitude which does not so much leap in for the Other as leap ahead of him in his existential [particular] potentiality-for-Being, not in order to take away his ‘care’ but rather to*

> *give it back to him authentically as such for the first time. This kind of solicitude pertains essentially to authentic care, that is, to the existence of the Other, not to a "what" with which he is concerned; it helps the Other to become transparent to himself in his care and to become free for it (158-159).*

Heidegger's quotation suggests that the mentor "leaps ahead" of the student—a metaphorical suggestion that the job is "to get out of the way" and not block or close-off possibilities for the student, but to think reflectively by "letting be"—allowing the individual and academic possibilities to be discovered collaboratively by the mentor and mentee themselves. Mentors are to "open up" the academic milieu so that students are able to contribute, according to their capacity, to the development of academic goals and to their realisation in practice, since it is in the development and actualisation of academic possibilities that the direction, meaning, and purpose of the academy is to be discovered and moved forward. In the collaboration of all the participants in the university and the discovery of what they are able to be and do within the academic context, authenticity becomes possible for mentors, students, and even the university itself.

Mentorship vs. Friendship?

The first question we need to ask is how does one define the term "friend". Oddly enough, it can be a rather difficult question. *The Concise Oxford Dictionary* (1956) defines a *friend* as "one joined to another in intimacy and mutual benevolence independently of sexual or family love" (p. 479). Aristotle defines friendship as "reciprocal goodwill" (1971, p. 196). Further, he argues that there are three types of friends. The first is based on pleasure, the second on utility, and the third on virtue.

> *Those who wish the good of their friends for their friends' sake are in the truest sense friends, since their friendship is the consequence of their own character, and not an accident* (p. 198).

Clearly it is this third typology of friendship that best suits the required maturity of the mentor-mentee relationship. However, while this may be theoretically ideal, practically, it may be profoundly difficult. Let's look at each of these typologies individually.

Friendship & Pleasure. In this relationship, each participant perceives the other as a source of emotional pleasure (see *Phaedrus* above). This relationship exists independently of any academic pursuits that the individuals may have and may lead to ineffective leadership and followership as emotions overtake reason. In an institution based upon reason, this is problematic. This relationship ceases to exist when the nature of the relationship becomes unpleasant. Most would perceive this as being an inappropriate type of friendship between a supervisor and student and certainly not the basis for mentorship.

Mentoring refers to a developmental relationship between a more experienced mentor and a less experienced partner referred to as a mentee or protégé[7]

If one considers the research investigating ethical intensity (e.g., Jones, 1991), a central theme is the proximity of the decision-maker to the focal person. In other words, an issue becomes more ethically laden the closer one is to the individual or the problem at hand. This so-called *proximity* can be physical distance as well as psychological or even cultural distance. Now when one becomes a friend, this *distance* is significantly reduced to the extent that a professional conflict of interest may interfere with just treatment (particularly in pleasure-based friendships). For example, if a professor and a student become *friends* it may be extremely difficult (ethically intensive) for the professor to be a harsh critique of a student's performance. This in turn may lead to perceptions of favouritism – positive (when friendships are going well) or negative (when friendships are going badly). Another example of the ethics of proximity would be when a professor is friends with the proposed external examiner of a student's thesis. This situation may create a potential and perceived conflict of interest to show leniency on the student's work and defense.

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[7] http://en.wikipedia.org/wiki/Mentorship

Friendship & Utility. Efficiency, effectiveness, and productivity are the basic values of this relationship. It is an emotionless and somewhat barren partnership in which the research or data is the primary focus to the exclusion of the personal growth of the individuals at stake (i.e., both student and professor). It is a "friendship" in a limited sense, in that each participant is getting something from the other (i.e., a degree, publications, etc.), however once the mutual use has resulted in goal attainment, the "friendship" ends as easily as it was formed. With utility as the end point, the authenticity of the professor and the student becomes inconsequential. This sort of association is "too far" and though it may serve immediate ends, it fails to satisfy Aristotle's terminal goal of reaching one's potential (i.e., *eudaimonia* or flourishing).

> *A person who gives another person help and advice over a period of time and often also teaches them how to do their job*[8]

Friendship & Virtue. Passion for the research journey is the defining mark of this relationship and the true source of a mentor-mentee friendship. Mentorship can only occur when the two participants have frequent interaction at a level of philosophical intimacy – in other words, each participates and celebrates in the joy of discovery. Without this intimacy and engagement in each other's research endeavours, there can be no foundation for a mentor-mentee relationship and the outcome is a stark agreement based upon calculation, utility, and symbiosis. Mentorship is about mutual philosophical research/scholarly passion – it supersedes and subsumes the relationship based upon efficiency, effectiveness, or productivity, as well as the relationship based purely on pleasure.

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[8] http://dictionary.cambridge.org/results.asp?dict=B&searchword=mentor

Conclusion

In this second section we have attempted to provide you with some historical, theoretical, and philosophical food for thought. We have presented material from the remote literature of Homer and the 17th Century political treatise of Monsieur Fenelon to the perhaps obscure application of contemporary philosophers to the concept of mentorship. These eclectic ideas have rarely been addressed in the mentorship/leadership literature generally and the academic mentorship literature specifically, yet we felt that these kernels of knowledge provided unique and helpful insight into this most important relationship in the academy. Certainly other theories and writers could have been introduced; however time and space are, as always, finite. Nonetheless, we hope this second section was an enjoyable read and helpful to professor and student alike.

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Closing Remarks

This manual has been written for the graduate students and the professors who believe that the graduate school experience can and should be more than the collection of data and the production of a thesis. Mentorship implies that the relationship is much more than getting the degree – it is in fact a journey of self-discovery as much as it is the discovery of new knowledge. We have introduced Platonic leadership, Heideggarian path-clearing, and Aristotelian friendship to emphasis the fabulous opportunity we have to enter into this kind of relationship here at the University of Regina. For the faculty, we hope that this manual serves to reinforce or perhaps to awaken your interest in mentorship; for students we hope this manual heightens your awareness of and expectation for meaningful supervision. On behalf of the Faculty of Graduate Studies & Research we thank you for your attention and wish you well on this most important journey.

Contact Information

For General Inquiries:
Phone: 585-4161 **email:** grad.studies@uregina.ca

For Funding & Scholarship Inquiries:
grad.funding@uregina.ca

For Admissions and Registration:
Rebecca Sparvier; *Main Receptionist*
Phone: 585-4461 **email:** Rebecca.Sparvier@uregina.ca

Mary Catherine Litalien; *Admissions and Registration*; (Arts, Business Administration, Graduate School of Public Policy, Science).
Phone: 585-5584 **email:** Mary.Catherine.Litalien@uregina.ca

Mandy Kiel; *Admissions and Registration;* (Education, Engineering, Fine Arts, Kinesiology and Health Studies, Social Work, Aboriginal Social Work).
Phone: 585-4693 **email:** Mandy.Kiel@uregina.ca

For Thesis/Practicum/Project and Convocation:
Marnie Jeworski; *Thesis Defense Documentation;* (Convocation).
Phone: 585-5378 **email:** Marnie.Jeworski@uregina.ca

For Funding and Scholarships:
Sarah Byron; *Manager of Graduate Scholarships and Awards;* (Federal Scholarships: NSERC, SSHRC, NRC, Teaching Assistantships and Scholarships, Research Awards). Committees: Scholarship, Faculty Council
Phone: 337-2236 **email:** Sarah.Byron@uregina.ca

Executive Secretary to the Dean
Lori Baiton; *Executive Secretary to the Dean;* Committees: Ph.D, Faculty Council
Phone: 585-4835 **email:** Lori.Baiton@uregina.ca

Faculty Administrator
Karen Wiome
Phone: 585-5187 **email:** Karen.Wiome@uregina.ca

Associate Dean
Dongyan Blachford
Phone: 585-5186 **email:** Dongyan.Blachford@uregina.ca

Dean
Rod Kelln
Phone: 585-4835 **email:** Rod. Kelln@uregina.ca

Mailing Address
Faculty of Graduate Studies & Research
North Tower Residence 110.2
University of Regina
Regina, Saskatchewan S4S 0A2
Phone:
(306) 585-4161
Fax:
(306) 337-2444
Graduate Students' Association:
http://uregina.ca/~urgsa/