INSIDE
HIGHER ED

Kerry Ann Rockquemore explains the differences between the two.

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By Kerry Ann Rockquemore

I never cease to be amazed by how persistently people defend the guru model of mentoring. Ever getting their mentoring needs met, and there are alternative ways to engage in "mentoring," the tenured faculty to insist that matching new faculty with a single mentor (and hoping for the best) i assume that clinging to the guru model comes from a lack of understanding about what it looks li posture relative to a mentee. So I'm going to make it plain this week by suggesting that the real d act as a guru or as a coach.

What's the Difference Between a Coach and a Guru?

You already know that in the guru model, your role (as guru) is to be the oracle of wisdom for you they have questions, they should feel free to come and ask you. In contrast, the primary objective (https://www.insidehighered.com/advice/2013/07/22/essay-calling-senior-faculty-embrace-new to empower your faculty mentee by helping him/her develop their own mentoring networks, servii various people and units on/off campus, and setting up a structure in which they can rely on you t graduate student (or post-doc) to professor. Instead of acting as a guru who meets all their needs (https://www.insidehighered.com/advice/2011/11/02/essay-questions-story-telling-effective-m experience, you coach them to develop the skill of identifying their needs and figuring out the bes

I know it's hard to imagine what it might look for you to act as a coach instead of a guru, so let m between the two:

1. Coaches are performance-driven. Gurus hope for the best. One of the greatest challenges th inherent structural challenge of faculty life: the things that matter most to individual success (winr reputation in their discipline, etc.) have the least built-in accountability, while the activities that m high degrees of built-in accountability. In other words, the biggest mistake new faculty members on teaching and service *at the expense of* research and writing. It's an easy trap to fall into becaus daily accountability (classes, office hours, meetings) whereas writing only has long-term accounta mentors approach this problem by answering mentees' questions (when asked). A coach encourag develop a realistic semester plan (https://www.insidehighered.com/advice/winning/winning1) and departure and diagnostic tool at each meeting with the mentee. Have you met your writing goals t keeping you from developing or sustaining a daily writing habit?

2. Coaches ask powerful questions. Gurus pontificate. To sum it up: Gurus tell, coaches ask. It'

model, you are all-knowing, so your job is to tell your mentee how things have worked for you an
data for this analysis is your personal experience. In the network model, you ask questions. Not g
questions that enable your mentees to learn through reflection. For example: What do you want? V

mentee dynamic is based on the relationship between a tenured and untenured faculty member. I
then the scope and depth of what is shared is positively impacted. No chemistry leads to a superfi
meaningful resources, contacts, information, or opportunity will be shared. Coaches are task orier
mentees identify and achieve tasks that will move them towards their self-defined goals. For exan
create semester plan for the aspects of their job that don't have built in accountability (their resea
strong, make strategic choices during their first year, and have feedback loops.

4. Coaches are for transition moments. Gurus are forever. You may be happy to learn that posi
your mentee develop his/her Mentoring Network
(https://dl.dropboxusercontent.com/u/72986838/Faculty%20Success%20Program/Page%202%20I
is a short-term gig. Your primary objective is to help your mentee understand the value and pract
network, developing the skill of planning their research agenda, and encouraging them to continu
is the best place to get my needs met? As a transition coach, you know you're work is done when
met (i.e., they have a complete Mentor Map,
(https://dl.dropboxusercontent.com/u/72986838/Faculty%20Success%20Program/Page%202%20I
strategic plan for their tenure track years, and have met semester writing goals). A guru-mentor's
lengthy, ranging from an entire stage of academic life (the six years of the tenure-track) to an ent

5. Coaches rely on structure. Gurus rely on informality. Guru-mentors are imagined to be omni
that their influence, advice, and guidance are communicated in an informal ongoing manner. The
together the crumbs of secret knowledge being dispensed over time and via continual exposure. E
to develop his/her own mentoring network is most effectively done in a structured format. Setting
the first year at the beginning, middle and end of the term creates a container for critical conversa
meetings serve as guideposts and accountability structures along the path.

6. Coaches are other-focused. Gurus are self-focused. The guru is the center and star of the gu
revolves around the guru. As a coach, the goal is to assist your mentee in developing the skills, ha
thrive. In short, it's not about you, it's all about the new faculty member. That means conversation
obstacles, and their challenges.

I'm sure my description of the difference between playing the role of guru versus coach makes cle
distinction between these two models is the power dynamic. In the guru model, the guru has the p
resources, and opportunities on the mentee according to his/her feeling in the moment. Mentorin
some and not others. But when faculty position themselves as coaches, the opposite happens: the
Because in coaching, the goal is not to develop a dependency on you, but to develop independenc

Weekly Challenge

This week I challenge you to:

1) Pause and reflect on your assumptions about what it means to be a mentor in terms of time fra
orientation and focus.

3) If you feel wedded to the guru-mentor model, gently ask yourself: why?

4) If you're worried that your mentee won't get what they need if you act as a coach, take another
yourself: if this were full of names would my mentee be better off or worse off than relying solely

5) If you haven't already, set up mentor meeting with your new mentee for the beginning, middle,

6) Consider what it would look like to encourage your new mentee to develop a semester plan for
and to use that document as a benchmark for performance driven conversations.

I hope that it feels freeing to imagine yourself as coaching your mentee in the network-model of r
I'll focus on how to invest in your new mentee's sense of belonging and how to help your mentee
peer support and accountability for research and writing.

Peace and positive mentoring,

Kerry Ann Rockquemore

(/print/advice/2013/07/29/essay-coaching-style-mentoring?width=775&height=500&ifram

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PAST: Day (#)   Week (#)   Month (#)   Year (#)

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Should a professor lose his job over refusing to put learning outcome on his course syllabus? (https://www.insidehighered.com/news/2016/08/08/should-professor-lose-his-job-over-refusing-put-learning-

U New Mexico reopening investigation into professor's conduct after new reports of sexual harassment emerge. (https://www.insidehighered.com/news/2016/08/09/u-new-mexico-reopening-investigation-professors-conduct-

New presidents or provosts: Beaver BridgeValley Loyola Northern Pamlico Stanislaus Walters Waynesburg (https://www.insidehighered.com/news/2016/08/09/new-presidents-or-provosts-beaver-bridgevalley-loyola-nor

Scam Could Cost U Washington Chinese Students $1M (https://www.insidehighered.com/quicktakes/2016/08/09/s chinese-students-1m)

Community college drops plan for course sections limited to African-American students (https://www.insidehighered.com/news/2016/08/09/community-college-drops-plan-course-sections-limited-afri

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