Mentoring Behaviors to Support and Promote

Anyone on campus could be considered a potential student mentor, and students and alumni reference an array of specific mentoring behaviors. The actions listed to the right were mentioned to be helpful while studying at Pitt.

01
Professors/Instructors
- Recognize students and understand their interests.
- Provide an open invitation for support and guidance.
- Recognize and affirm students’ progress.
- Suggest relevant/interesting courses to take.
- Support and encourage the pursuit of relevant interests/groups/competitions.
- Ask a student to serve as a UTA; help UTAs develop educator competencies.
- Serve as a reference for graduate school and other opportunities.
- Offer career guidance based on experience in industry/business/clinical settings.
- Refer students to others within their network who can nurture their interests.
- Support continued education; possibly help students be admitted to doctoral studies.
- Proactively send emails suggesting research and grant opportunities.
- Support students’ problem-solving abilities — how they can think innovatively when approaching problems.
- Advocate for students when issues with other professors arise.
- Guide students in supplementing their major with skills/competencies where gaps exist.
- Help students distinguish between career trajectories and provide guidance and resources for exploring options.

02
Older Students in Major, Student Orgs and Affinity Groups, and RAs
- Serve as a model as students lead and persist toward their personal goals.
- Support students’ personal goals.
- Encourage and guide students’ pursuits of affinity groups and leadership positions.
- Encourage students to join sports clubs and extracurricular organizations.
- Counsel/redirect a student who is struggling or unsure of their track.
- Guide students through the course selection website and other technology tools that are difficult to navigate.

03
Academic Advisor
- Help students determine their major and navigate Pitt systems.
- Reassure students who are struggling.
- Counsel/redirect students who are struggling or unsure of their track.
- Based on preference, offer students more formal mechanisms for reflection, intervention and guidance.