



Consortium Workshop, IU School of Nursing, August 6, 2018

Best Practices in Mentoring

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Agenda

1. Defining Mentoring
2. Benefits of Mentoring
3. Best Practices in Academic Mentoring
4. Outcomes of Mentoring



Defining Mentoring

Mentoring

“A **reciprocal** and collaborative **learning** relationship between two (or more) individuals who share **mutual responsibility and accountability** for helping a mentee work toward achievement of clear and mutually defined **learning goals.**”

Lois J. Zachary, Creating a Mentoring Culture, The Organizations Guide, Jossey-Bass, 2005, p. 3



Coaching

“Coaching is **instructional**, often with a **particular goal** or focus, such as developing technical or soft **skills** or related learning and growth, and can be used as a way to train someone on a discrete task or series of tasks.”

[Making Mentoring Work, Catalyst](#)



Sponsorship

“Sponsorship is when one partner, usually someone at a more senior level and/or an individual with strong influence within an organization, **assists a protégée in gaining visibility for particular assignments, promotions, or positions.** The role is often recognized as having a career, job, or opportunity-related purpose with some inherent degree of **accountability on the sponsor's part.**”

[*Making Mentoring Work, Catalyst*](#)



reflecting giving
facilitating setting coaching managing
encouraging building conflict
problem brokering relationships
guiding goal communicating feedback
solving



Mentors are advisors, people with career experience willing to share their knowledge; supporters, people who give emotional and moral encouragement; tutors, people who give specific feedback on one's performance; ... models of identity, of the kinds of person one should be to be an academic.

University of Michigan. *How to Mentor Graduate Students: A Guide for Faculty at a Diverse University*. 1999, p.6.



Benefits of Mentoring

Benefits for mentees

- More rapid and smoother socialization into organizational culture
- Increased career satisfaction, self-efficacy, identity, and morale
- Increased probability of long-term success & better professional networks
- Higher rate of promotion and earnings
- Accelerated leadership development
- Increased motivation to mentor others
- Increased productivity
- Decreased job stress and conflict

Hart, EW. "Nurturing Relationships Provide Many Benefits." Leadership in Action 29, 1 (2009): 17-20.

Johnson, WB. On Being a Mentor: A Guide for Higher Education Faculty. Mahwah, NJ: Lawrence Erlbaum Associates, 2007.

Zellers DF, VM Howard, MA Barcic. "Faculty Mentoring Programs: Reenvisioning Rather than Reinventing the Wheel." Review of Educational Research 78, 3 (Sep 2008): 552-588. <http://www.jstor.org/stable/40071137>.



Benefits for mentors

- Personal satisfaction and fulfillment
- Enhanced creativity and professional synergy
- Career and personal rejuvenation
- Motivation to remain current
- Expanded professional networks
- Development of a loyal support base
- Recognition for helping to develop talent

Hart, EW. "Nurturing Relationships Provide Many Benefits." Leadership in Action 29, 1 (2009): 17-20.
Johnson, WB. On Being a Mentor: A Guide for Higher Education Faculty. Mahwah, NJ: Lawrence Erlbaum Associates, 2007.



Benefits for organizations

- Increased productivity and organizational stability
- Stronger long-term organizational commitment and citizenship
- Increased socialization and communication
- Retention of valued employees
- Preservation of intellectual and institutional memory
- Support of cultural diversity
- Improved leadership capacity and succession planning
- Development of a mentoring culture
- Cost effectiveness

Johnson, WB. On Being a Mentor: A Guide for Higher Education Faculty. Mahwah, NJ: Lawrence Erlbaum Associates, 2007.

Zellers DF, VM Howard, MA Barcic. "Faculty Mentoring Programs: Reenvisioning Rather than Reinventing the Wheel." Review of Educational Research 78, 3 (Sep 2008): 552-588. <http://www.jstor.org/stable/40071137>.



Best Practices in Academic Mentoring

Nick JM, et al. “Best Practices in Academic Mentoring: A Model for Excellence.” *Nursing Research and Practice* 2012, article ID 937906, doi:10.1155/2012/937906.



Achieve appropriately matched dyads.

- Consider your experience and expertise.
- In what areas could you provide the most effective mentoring?
- Be prepared to provide input on who you should mentor based on these things.



A close-up photograph of a dark, rectangular button with rounded corners. The word "INPUT" is embossed on the button in a large, white, sans-serif font. The button is set against a metallic, brushed metal background.

Establish clear purpose and goals.

- Set the ground rules
- Guide goal-setting
- Reciprocity
- Time commitment
- Activities over time

Do your best

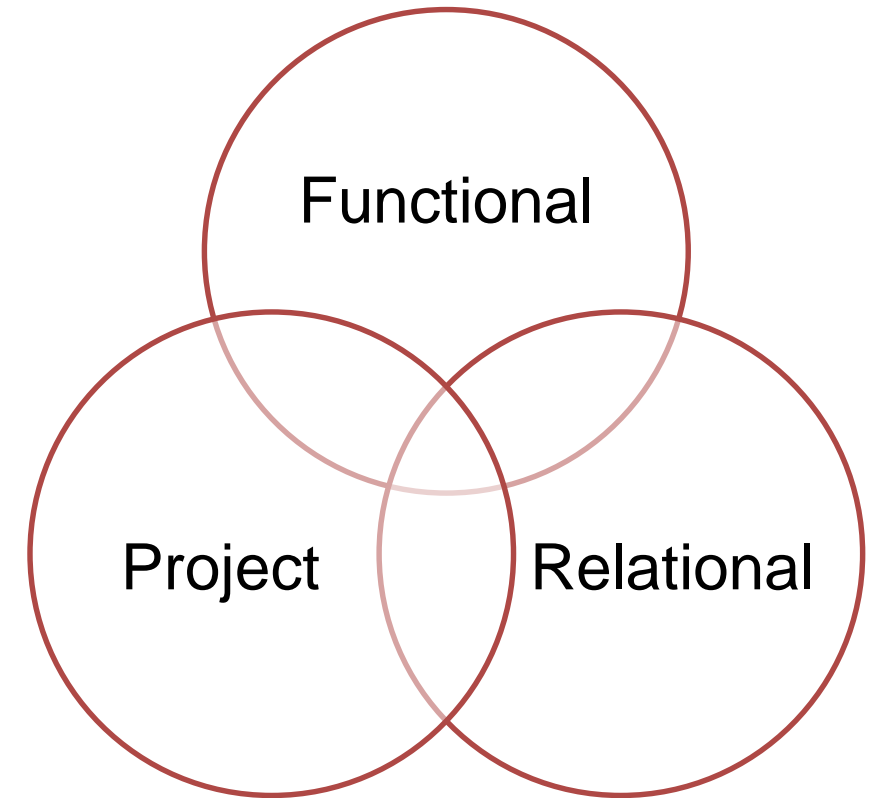
Tell the truth

Don't whine



Set the ground rules, or align expectations

- Define Functional, Relational, and Project expectations
- Document agreed upon expectations of each other in a [mentoring agreement](#).
- Revisit your expectations throughout relationship to ensure continued alignment.



Guide goal-setting

- Consider both mentee & organizational goals.
- Goals may be broad or focused, but should be measurable.

S

- Specific

M

- Measurable

A

- Achievable

R

- Realistic

T

- Time-bound



Questions to guide goal-setting

1. What does success look like to you?
2. What is the outcome you want?
3. What do you want to be different in 3 to 5 years?
4. What are the obstacles you're facing?
5. What can you control?
6. What are the options you've come up with?



Moran, Gwen. "The Best Mentors Ask These 8 Questions." *Fast Company*, March 16, 2018, <https://www.fastcompany.com/40543989/the-best-mentors-ask-these-8-questions>



Reciprocity

- Identify why you mentor.
- Articulate your goals, wants, needs in the context of the mentoring relationship.
- Mentoring relationships are more committed and successful when the mentors perceive a benefit to themselves.

*Mentoring is “a **reciprocal** and **collaborative** learning relationship between two (or more) individuals who share mutual responsibility and accountability for helping a mentee work toward achievement of clear and **mutually defined learning goals.**”*

Lois J. Zachary, Creating a Mentoring Culture, The Organizations Guide, Jossey-Bass, 2005, p. 3



Time commitment

- Reduces risk of disappointment and unmet goals / expectations
- Define realistic timelines for achieving goals



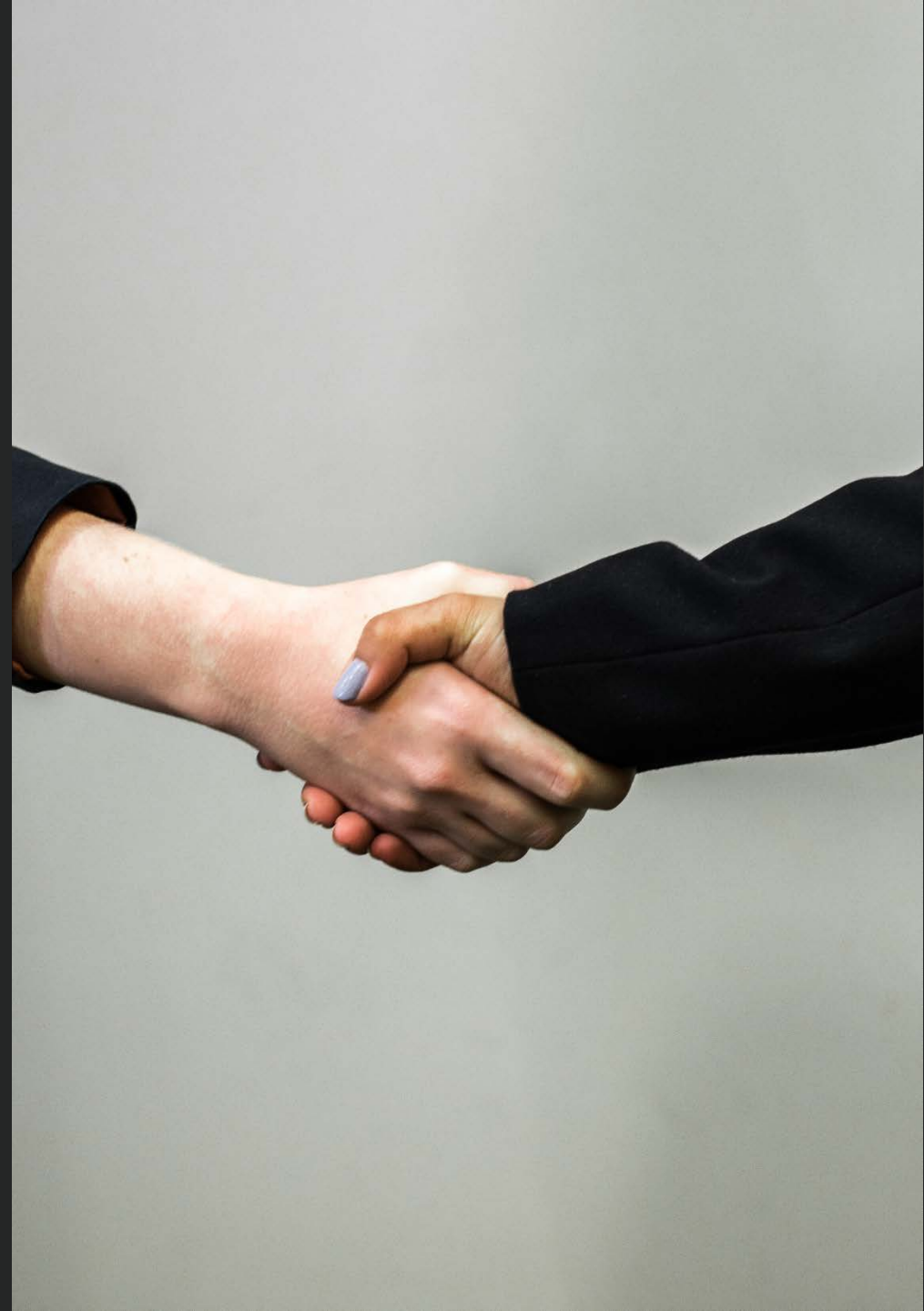
Activities over time

- Enforces realistic timelines for achieving goals
- Solidifies the mentoring relationship



Solidify the mentoring relationship.

- Create collegiality.
- Establish regular communication.
- Exchange regular feedback.
- Build a supportive environment.



Create collegiality.

- Establishing mutual respect and trust are essential to collegial and collaborative relationships.
- Helps foster mentee's academic success
- Improves overall work environment and faculty retention

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Establish regular communication.

- Supports goal achievement
- Facilitates relationship building
- Regularity outweighs method



Exchange frequent feedback.

- Encourage mentees to ask for **and** accept feedback.
- Mentees may need guidance in effectively accepting feedback.
- Help mentees identify challenges.
- Feedback increases productivity.

★ I am leaving here with:

- 1) a useable new instructional Strategy
- 2) ideas for pushing the boundaries of teaching & learning



Best practices for giving feedback.

- Establish a safe space.
- Establish a shared understanding.
- Acknowledge the mentee's contributions and strengths too.
- Be specific.
- Keep it simple.
- Keep it private.
- Maintain eye contact and a measured tone. Be gentle and empathetic.

*UW Institute for Clinical and Translational Research.
[Mentors: Best Practices for Giving Feedback](#)*



Build a supportive environment.

- Build a supportive environment through:
 - listening,
 - displaying empathy,
 - giving encouragement, and
 - providing authentic feedback
- Enhances mentee's independent thinking, creativity, offering of ideas, and soliciting of feedback



Advocate for and guide the mentee.

- Provide psychosocial support.
- Advise on life balance / alignment.
- Advise on career progression.

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Provide psychosocial support.

- Motivate mentees and provide moral support.
- Mentees value being acknowledged as a person **and** as a professional.
- Mentees value mentors who listen to their concerns.

*Psychosocial support is the provision of **psychological and social resources** to a person by a **supporter** intended for the **benefit** of the receiver's **ability to cope with problems** faced**

*[Wikipedia](#)



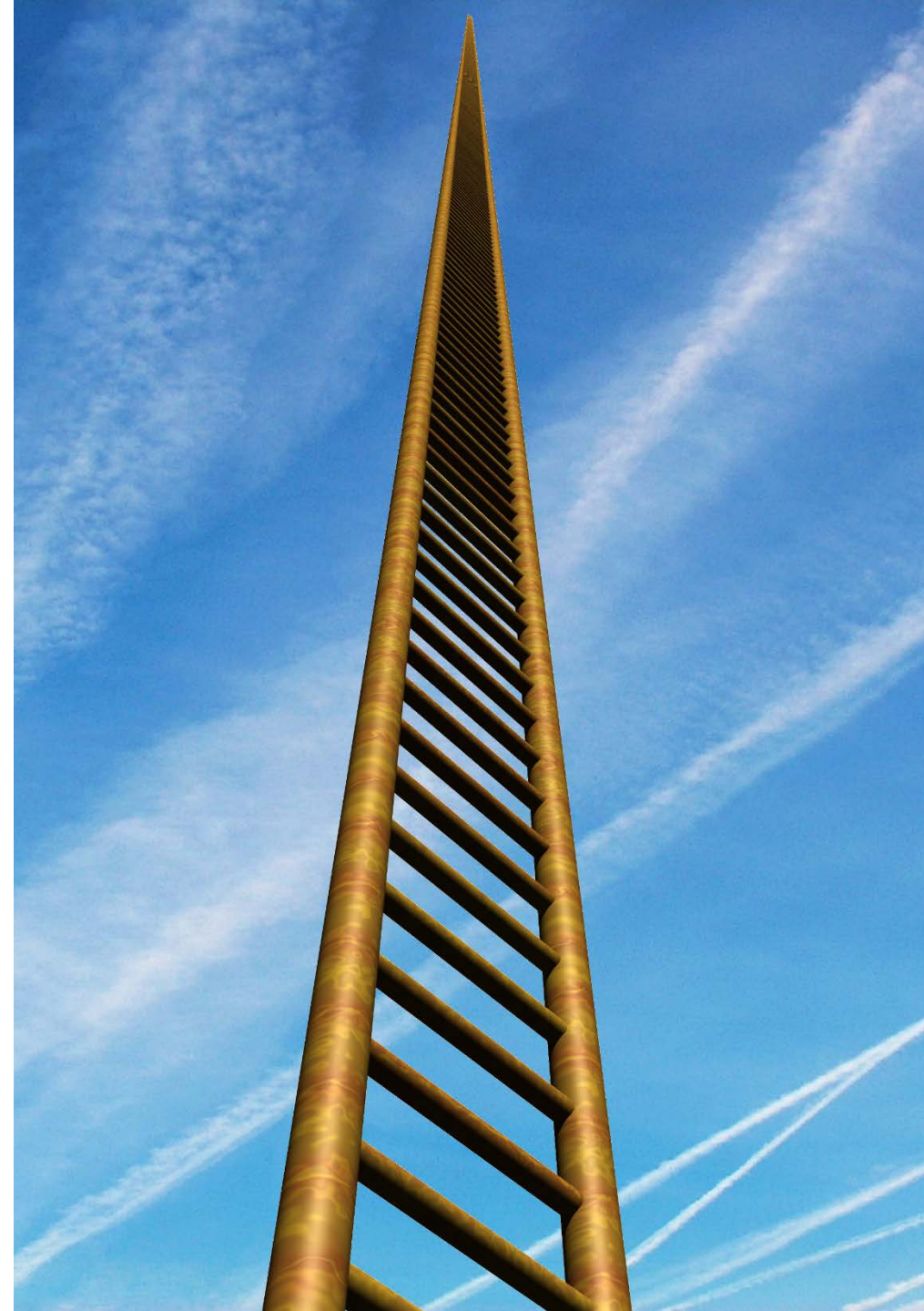
Advise on life balance / alignment.

- Time management
- Priorities
- Boundaries



Advise career progression.

- Setting professional goals
- Mapping a career plan
- Establishing career milestones
- Identifying advancement opportunities



Integrate the mentee into academic culture.

- Acclimate to academic norms and expectations
- Teach networking skills
- Facilitate socialization to academic culture
- Reduces mentee stress



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Outcomes of Mentoring

Outcomes of nurse faculty mentoring

- Orientation to the faculty role
- Socialization to the academic community
- **Development of teaching, research, and service skills**
- Facilitation of the growth of future leaders in nursing & nurse education

National League for Nursing. (2006). "Position statement: Mentoring of nurse faculty." Nursing Education Perspectives, 27(2), 110-3.



Resources

1. <https://ictr.wisc.edu/mentoring-2/mentors-cultivation-phase-resources/>
2. Pfund, Christine, Janet Branchaw, and Jo Handelsman. *Entering Mentoring*. New York: W.H. Freeman, 2014.
3. Zachary, Lois. *The Mentee's Guide: Facilitating Effective Learning Relationships*. San Francisco: Jossey-Bass, 2012.



Activity & Discussion

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FULFILLING *the* PROMISE



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