



TITLE

AGENDA

Today I want to start by defining mentoring and related activities that are sometimes folded into the mentoring relationship. Then I'll talk about benefits of mentoring to the mentee, the mentor, and the organization. Then we'll move to the best practices of mentoring model Janet has chosen to guide this program. Finally, we'll wrap up with the outcomes of mentoring.

DEFINING MENTORING

First let's establish a baseline understanding of what we mean when we talk about mentoring.

MENTORING

There are many mentoring models, including 1 to 1 relationships, multiple mentors to address various needs, group mentoring where a group of mentees may be paired with a single or a group of mentors, and peer mentoring groups, to name a few.

COACHING

Another activity that is sometimes confused with or can be a part of a mentoring relationship is coaching. Rather than the broader goals that might be addressed through a mentoring relationship, coaching involves the development of discrete skill needs within the mentee. So perhaps a mentee might need to develop systematic review skills (though our nursing librarian can help with that too) and over a set amount of time you work with the mentee to help them build that skill.

SPONSORSHIP

Sometimes a mentoring relationship can develop into a sponsorship as trust develops between the mentor and mentee. Acting as a sponsor can then become a continuous role or it could be a one-time act that helps

propel a mentee forward.

Sponsorship is a higher stakes game than mentoring for both parties in that the sponsor is using their reputation to assist the sponsee and the sponsee holds responsibility for their sponsor's reputation.

SKILLS

There are many skills required to be an effective mentor including

- Brokering relationships
- Building and maintaining relationships
- Communicating
- Encouraging
- Facilitating
- Goal setting
- Guiding
- Managing conflict
- Problem solving
- Giving feedback
- Reflecting

We'll talk about some of these as we move through the Best Practices.

ONE LAST DEFINITION

I like this definition of what a mentor is because it includes a role that I think we often forget as mentors and that is models of identity. Our new faculty are often still trying to find who they are as a scholar and what their priorities are as an academic. We can help them on this journey through our modeling and through structured exercises to help them on this path of discovery.

Mary Price, in IUPUI's Center for Service Learning, has been doing really interesting work around this sort of reflection around identity. If you have mentees that would benefit from this, I encourage you to reach out to Mary.

BENEFITS OF MENTORING

The benefits of mentoring aren't exclusive to the mentee – both the mentor and the organization also benefit. I'd like to spend a few minutes discussing the various benefits that can be accrued through mentoring that have been established by extensive research.

BENEFITS FOR MENTEES

The benefits to mentees are numerous.

Employees who have mentors have an easier time adapting to organizational culture and higher morale and career satisfaction.

They are more likely to succeed both in terms of promotion rates, earnings, and leadership opportunities.

They develop better professional networks and are more motivated to mentor others.

They experience increased productivity and decreased job stress.

BENEFITS FOR MENTORS

Mentors benefit as well – the most obvious of which is the personal satisfaction and fulfillment of helping mentees. But acting as a mentor can also result in career and/or research rejuvenation, expanded professional networks, and recognition, among others.

BENEFITS FOR ORGANIZATIONS

Finally, the organization itself accrues enormous benefits by supporting mentoring and making it a part of the organizational culture. The increased productivity and organizational commitment of employees, and the ability to retain and advance valued employees high among them.

BEST PRACTICES IN ACADEMIC MENTORING

Janet has chosen the Best Practices in Academic Mentoring as one of the models for this program, so we'll spend some time talking about those categories of best practices.

CITATION

Here is the citation for the basis of this section of the presentation for your future reference. You have a copy of this article in your workshop packet for later reference.

ACHIEVE APPROPRIATELY MATCHED DYADS

The first category of best practices relates to creating mentoring matches, but you've already been matched so we'll skip any discussion of this.

ESTABLISH CLEAR PURPOSE AND GOALS

The second category of best practices revolves around the establishment of clear purpose and goals.

SET THE GROUND RULES

First it is important to set the ground rules or align your expectations to avoid undue disappointment and to guide the relationship.

You should consider 3 types of expectations. Functional expectations generally apply to most academic mentoring relationships and define the roles each person will take in the relationship. For instance, common roles for mentors include role model; direct teacher of academic, research, and teaching competencies; collaborator; advisor; reviewer; advocate; and encourager. Think about what functional expectations you have of your mentee. Do you expect them to be prepared for your meetings, to ask questions, to be an active listener, to be open to criticism? These are just a few of the common functional expectations for mentees as defined in the materials available on the UW ICTR website.

Relational expectations set the boundaries of the relationship. These

expectations can change over time as the relationship changes and the mentee matures. Setting these relationship boundaries can help avoid uncomfortable conversations during the course of the relationship. Are there topics that you consider out of bounds? How will you manage conflict within the relationship? What level of emotional support are you comfortable providing a mentee?

Project expectations define the concrete goals and work to be done by whom and by when. For example, you might want to set goal dates for certain elements of course preparation or a timeline for learning functionality of an online course platform.

All of these expectations should be agreed upon and documented in a mentoring agreement. You have an example of such an agreement in your packet for today as well as a checklist that you may find useful in tracking the alignment process.

It is important to revisit all your expectations throughout the relationship to ensure they are being met and that you and your mentee continue to agree on those expectations.

GUIDE GOAL-SETTING

The second best practice in this area is to guide the goal-setting of your mentee. When doing so, you should consider both your mentee's goals and the organizational goals. You will not help your mentee by encouraging goals that do not align with those of the organization as this could leave them at a distinct disadvantage.

The goals your mentee establishes might be broad or narrowly focused, but regardless, they should be measurable. A good framework for setting goals is SMART. Creating SMART goals increases the likelihood of success.

QUESTIONS TO GUIDE GOAL-SETTING

These questions can be useful as a way of opening the goal-setting dialogue and helping to guide mentees in the direction of appropriate and SMART goals for them.

RECIPROCITY

To establish a sense of reciprocity, mentors need to recognize their own intentions and what they hope to gain from participating in a mentoring relationship. When mentors recognize the benefits they receive in addition to the benefits they give, mentoring relationships are shown to be more successful.

TIME COMMITMENT

You should also clarify with your mentee both the duration of the mentoring relationship, the time you are willing and able to commit to the relationship, as well as milestones and timelines for achieving the goals that are established.

ACTIVITIES OVER TIME

The literature shows that in addition to setting time parameters, spreading mentoring activities over time helps to hold mentees accountable for the milestones and timelines created and builds the relationship between mentor and mentee.

SOLIDIFY THE MENTORING RELATIONSHIP

Which leads us to the third set of best practices that focus on solidifying the mentoring relationship.

CREATE COLLEGIALITY

According to Merriam-Webster, the literal definition of collegiality is “the cooperative relationship of colleagues.” You see related concepts throughout mentorship – reciprocity, collaboration, mutual responsibility and accountability, mutually defined goals...all of these things are what make for a successful mentoring relationship. To build collegiality and thus all of

these other things, you have to establish mutual respect and trust. Mentoring relationships and programs suffer without these important elements.

ESTABLISH REGULAR COMMUNICATION

Without regular communication both goals and relationships can flounder. Regular check-ins regardless of communication method are essential to the health of both. You may also plan for shared experiences as a means of communication such as attendance at workshops, webinars, or other activities. Another means of communication and accountability is to use a tool like journaling, which your mentee then shares with you on a regular schedule.

EXCHANGE FREQUENT FEEDBACK

Research shows that mentees who ask for and willingly accept feedback receive higher quality and quantity of feedback from mentors. Before the feedback loop can begin, you may have to work with your mentee to develop their skills in accepting feedback. Through feedback, mentees can identify areas for improvement and more quickly develop to meet those challenges.

It is your obligation to help your mentee identify and learn the skills and knowledge needed for a successful career.

Feedback allows you to acknowledge your mentee's strengths and to motivate the mentee to work on areas of weakness.

Frequent feedback is also important so that your mentee doesn't get too far down the wrong path before course correction occurs and, of course, helps solidify your relationship.

BEST PRACTICES FOR GIVING FEEDBACK

The most important element in providing effective feedback is establishing an atmosphere of mutual trust and regard. When a feeling of trust has been

created, it is easier both to give and to accept feedback.

Providing and receiving feedback can be a very positive experience for the mentor and the mentee as long as you both understand that you share the same commitment to developing the mentee's career. There are no ulterior motives for feedback.

When you give feedback, it is important to acknowledge the mentee's contributions along with the areas in which you are needing more.

You should always be specific in providing feedback. It is not terribly helpful to say, "You are not producing." It is much more useful to describe the specific element of work that concerns you.

Keep the feedback simple. When planning to give feedback, decide on a small number of areas that you want to cover. You don't want to create a shopping list of faults that could overwhelm and discourage the mentee.

Hold the meeting in your office or other private space – never provide negative feedback in an open area with others around.

While you are giving feedback, maintain eye contact and a measured tone. Some mentees need a bit of gentleness so as not to get discouraged.

BUILD A SUPPORTIVE ENVIRONMENT

When mentees feel supported, they are more likely to share ideas, experiment, and solicit feedback from mentors. A supportive environment is also intertwined with creating collegiality and reciprocity. Authenticity is an important element of a supportive environment. While a sense of empathy and caring are important to mentees feeling supported, inauthentic displays of false concern will have the opposite effect and have a negative impact on the relationship overall.

ADVOCATE FOR AND GUIDE THE MENTEE

Through your advocacy you can help a mentee work toward the achievement of their goals. Though advocacy can begin moving toward sponsorship, today we'll focus on the support and advisory aspects of being an advocate.

PROVIDE PSYCHOSOCIAL SUPPORT

Nick and his co-authors cite a study of mentoring in academic medicine that asked mentees to rank both the academic and psychosocial activities of their mentors on a 5 point scale. The highest ratings for psychosocial activities “were given to mentors’ listening carefully to their mentees [sic] ideas and concerns (mean = 5.0, SD = 0), setting a high standard for their performances (mean = 4.8, SD = .40), and having a sense of the mentee as a person as well as a professional (mean = 4.8, SD = .40).”

ADVISE ON LIFE BALANCE / ALIGNMENT

The BPAM suggests providing guided decision making so that mentees can learn time management strategies. If this is not your strong suit, you may look for other resources to assist your mentee in this area. It’s also important to help your mentee set priorities both within their work and across their work and home life. Look for and share strategies to “work smarter, not harder.” Perhaps your mentee would benefit from readings and tools to enhance productivity. Boundaries are another important element of maintain alignment between work and home. It is sometimes hard to resist the urge to work during personal time, but there is true benefit in reserving personal time for personal activities.

Perhaps you’ll even achieve greater balance through an accountability relationship with your mentee.

ADVISE CAREER PROGRESSION

This is what we most often think of when we think of academic mentoring – the advice on working toward promotion or other types of advancement, the building of a scholarly profile and reputation to enhance the mentees long-term success. Mapping out a career plan with activities to be accomplished and milestones to be achieved over a three to five year period can be the secret to success. It creates a deliberate structure for the mentee’s work and makes it easier to identify when things do and don’t

align with our career plans and goals.

INTEGRATE THE MENTEE INTO ACADEMIC CULTURE

Helping mentees to acclimate to academic norms and to build a professional network leads to long-term success in terms of advancement and reduced stress.

Introductions and accompanying mentees to campus events are primary ways to facilitate socialization into the academic culture.

OUTCOMES OF MENTORING

OUTCOMES OF NURSE FACULTY MENTORING

I spoke of the benefits of mentoring at the outset of this presentation. There is some overlap with the outcomes cited in the BPAM article, but I particularly want to make note of two of these – orientation to the educator role and development of teaching, research, and service skills. Your program is targeted toward a very specific outcome that falls in this arena, the effective delivery of an online course. You are working to orient new faculty to their role as an educator in the online environment and to develop their teaching skills in the online environment. The Best Practices in Academic Mentoring can help you deliver on this outcome and may even be a way to develop the requisite skills for an online course, say, for example, frequent and timely feedback.

RESOURCES

In addition to those noted throughout the presentation, these resources may be helpful in developing as a mentor and guiding mentoring relationships.

ACTIVITY & DISCUSSION

You'll find several handouts in your packet that are intended to help you align expectations and set the ground rules that make for a strong foundation for your mentoring relationship. We've talked today about the

importance of reciprocity and creating collegiality. The first step in creating reciprocity and collegiality is self-reflection, so I'm going to give you some time to begin that self-reflection now. First, I want you to spend a few minutes reflecting on your mentoring motivation. The chart begins with typical motivating factors, but there is blank space at the bottom if you have motivations outside that chart.

Once you finish that, you can use your results there to begin building your mentoring philosophy, which should start with why you mentor and then articulate your goals, wants, and needs as a mentor. You'll see on the left side some themes typically addressed by mentoring philosophies if you need some prompts. You basically want your mentoring philosophy to give your mentee a good idea of how you operate and how the two of you will work together in a reciprocal relationship. This will also inform the rest of the alignment process, and you have two handouts to take with you that you could use with your mentee.

I'll give you time reminders, because I'd like us to have 5 minutes at the end for you to share some of what you've written with those around you.

PHOTO CREDITS