Creating a Culture of Mentoring Within our Diverse University

Faculty Development Day, 2016

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Learning Outcomes

- Recognize the value of faculty mentoring
- Understand the importance of developing a successful mentoring relationship
- Acknowledge the significance of creating a culture of mentoring
What is Mentoring?

mentor (n.)
•"wise advisor," 1750, from Greek Mentor, friend of Odysseus and adviser of Telemachus (but often actually Athene in disguise) in the "Odyssey," perhaps ultimately meaning "adviser," because the name appears to be an agent noun of mentos "intent, purpose, spirit, passion" from PIE *mon-eyo- (cognates: Sanskrit man-tar- "one who thinks").
Analysis of Prior Mentoring Experiences

• What did you get?

• What did you need, but did not get?

• What did you get that you thought you did not need?

• Do you have needs now?
Meet your Mentor

http://weareshesays.com/events/meet-your-mentor/
Characteristics of a Good Mentor (adapted from Berk et al, 2005)

- Accessible, approachable, supportive, and encouraging
- Demonstrates professional integrity and content expertise
- Provides constructive critiques and feedback
- Provides direction and guidance on professional issues
- Answers questions clearly, comprehensively, and timely
- Acknowledges contributions appropriately
- Suggests appropriate resources
- Motivates and challenges to extend abilities
Can Mentors be Made?
What Kind of Mindset Do You Have?

**Growth Mindset**

I can learn anything I want to.  
When I’m frustrated, I persevere.  
I want to challenge myself.  
When I fail, I learn.  
Tell me I try hard.  
If you succeed, I’m inspired.  
My effort and attitude determine everything.

**Fixed Mindset**

I’m either good at it, or I’m not.  
When I’m frustrated, I give up.  
I don’t like to be challenged.  
When I fail, I’m no good.  
Tell me I’m smart.  
If you succeed, I feel threatened.  
My abilities determine everything.

Benefits of Mentoring: For the Mentee

- Promotes shared purposes and responsibilities
- Supports goal setting & time management
- Facilitates work/life balance
- Contributes to increased scholarly/research productivity
- Enhances quality in teaching and reflective practice
- Increases retention, tenure & promotion
- Advances career development and satisfaction

(Calderwood & Klaf, 2014; Cariaga-Lo et al, 2010; Ewing et al, 2008; Falzarano & Zipp, 2012; McLaughlin, 2010; Ramanan et al, 2006; Ramani et al, 2006; Sambunjak, 2009)
Benefits of Mentoring: For the Mentor

- Promotes career revitalization
- Facilitates reflective practice & shared learning
- Provides personal fulfillment/inspiration
- Increases confidence, enthusiasm and capacity for delivering further mentoring
- Promotes pride in supporting the next generation
- Offers satisfaction in sharing expertise/experience, and in building collaborative network

  • (Ewing et al, 2008; Falzarano & Zipp, 2012; Ramani et al, 2006)
The Mentoring Relationship
How Bad Can A Mentor Be?
How Bad Can a Mentee Be?
Scenario One: Work-Life Balance

• Gender and Culture expectations
  – Suggestions for minority/gender pairings
  – Limitations of women mentoring women
• Cultivating awareness should be ongoing
• Multiple mentors/culture of mentoring
Scenario Two: Time Management/Goal Prioritization

• Mentoring in Practice
  – Contract in collaboration
  – Scheduling and duration
  – Documentation and communication

• Tools for Practice
  – Mission Statement
  – Goal setting with time frames
  – Scaffolding and assessing progress
Scenario Three: Teaching Challenges

• Active listening skills
  – Mirroring and guided questioning
  – Deferring judgement and respectful response
  – Confidentiality and trust
• Referring mentee to campus resources
  – Office of Faculty Development and Teaching Excellence
  – Office of Educational and Collaborative Technology
Scenario Four: Professional Boundaries

- Roles and responsibilities, relationship parameters
- Issues of power
- *Augusta University Sexual Harrassment Policy*
- Mentor-Mentee Matches and Mismatches
- Relationship evolution and ending
Creating a Culture of Mentoring

- Align work with larger mission and vision of University/College
- Promote shared identity, purpose, and responsibility
- Institutional support
- Mentor Training

What role can you play in promoting this culture?
Our Pilot Mentor Training Program

In Spring, 2016, we held 3 2-hour training workshops with 6 volunteer faculty participants from the College of Nursing from both Augusta and Athens campuses.

Pre- and Post- Self-Mentor Readiness Assessments and session evaluations following each workshop

Review the statements listed below and think about your own readiness to be a mentor. In the blank space beside each statement, write down the number that corresponds to your readiness to perform that particular mentor behavior. Use the following scale when making your response:

1 = Not ready at all   2 = Somewhat ready   3 = Definitely ready

1. Help the protégé make contacts with senior scholars in the field.
2. Provide positive recognition and constructive feedback to the protégé.
3. Share knowledge of the university’s and the department’s unwritten rules.
4. Role model how to be a successful academic.
5. Role model how to be a good university and departmental citizen.
6. Help the protégé figure out how to create a scholarly “niche” for his or her self.
7. Give the protégé developmental guidance and advice, as needed.
8. Keep the protégé appraised of important events and goings-on.
9. Provide candid feedback on both technical and interpersonal skills.
10. Be an advocate for the protégé.
Lessons learned for the road ahead from participant feedback

- Suggested participants felt more ready to provide constructive feedback and positive recognition to mentees
- May have illuminated some deficits in knowledge of written and unwritten rules of University and College to share with mentees
- Stimulated thought about work of mentoring, desire to strengthen present mentor-mentee relationships, as well as seek new ones

http://tinyurl.com/jzypp2h
Feedback on the Learning Experience

What worked
• Small group activities
  • Designing a super mentor
  • Role-playing mentoring scenarios
• Self-assessment and reflective practices related to strengths and weaknesses as a mentor

Future Recommendations
• Time management and technology
• Follow-up sessions focusing on challenges
• Mentor-the-mentor (training in conjunction with a mentor program)
Go Forth, Mentor, Be Mentored and Be Happy