



Overview

- What is mentorship and who is a mentor?
- How can mentorship benefit you?
- Different mentorship models
- How to build an effective relationship?
- The UTSC context
- Your experiences and thoughts

What is Mentorship? Some Definitions:

- A long term relationship with a responsibility to provide the support, knowledge and impetus that can facilitate professional success
- A personal process that combines role modeling, apprenticeship and nurturing
- The mentor will act as a teacher, sponsor, guide, exemplar, counselor, moral support but most important is to assist and facilitate the realization of the dream

Who is a mentor?

- Focuses on professional and personal development
- Based on mentee's expressed needs
- Driven by specific learning agenda identified by the mentee (specificity depends on formal vs informal nature)
- Share their experience and insights
- Confidential



A great mentor...



Mentorship Models



One-on-One



Group



Team

Hanover Research, 2014



Peer E-mentoring Reverse

Hanover Research, 2014

How can mentorship benefit mentees?


- Promote career development and satisfaction
- Improve success of women and underrepresented minorities in academic careers
- Enhance faculty productivity (mentoring is linked to funding and publications)



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How can mentorship benefit mentees?

- Predict promotion in academia
- Improve self efficacy in teaching, research and professional development
- Increase the time that educators spend in scholarly activities
- Lead to less work-family conflict



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How can mentorship benefit mentors?

- Developing a personal support network
- Gain information and feedback from protégés
- Satisfaction from helping others
- Recognition (including accelerated promotion)
- Improved career satisfaction



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Building an effective relationship



What Mentees Can Do

Do	Don't
<ul style="list-style-type: none"> • Take initiative • Look for opportunities to teach your mentor • Be respectful of mentor's time • Communicate agenda and goals with mentor prior to meeting • Clarify goals and expectations • Practice self reflection • Support your peers • Keep your CV, IOP, etc. up to date • Have multiple mentors • Clarify your values 	<ul style="list-style-type: none"> • Be passive—don't wait for the mentor to initiate interactions • Be late, disorganized • Stay in the comfort zone • Stay in a mentoring relationship when it is no longer helpful

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What Mentors Can Do

Do	Don't
<ul style="list-style-type: none"> Listen actively Support and facilitate networking and brokering Teach by example Be aware of role conflict Encourage and motivate mentee to move beyond their comfort zone Promote independence Promote balance Rejoice in success and convey your joy Encourage reciprocity 	<ul style="list-style-type: none"> Fix the problem Take credit Take over Threaten, coerce or use undue influence Lose critical oversight—allow friendship to cloud judgment Condemn (mistakes or lack of agreement are not career altering disasters)

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Get on the Same Page at Beginning of Relationship

- Scheduling and logistics of meeting
- Frequency and mode of communicating between meetings
- Responsibility for rescheduling any missed meetings
- Confidentiality
- "Off-limits" conversations
- Giving and receiving feedback
- Working with formalized mentee goals



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Priority Mentorship Areas

AREA	DESCRIPTION
Getting to Know the Institution	Understanding the academic culture of departments, schools/colleges, and the institution; identifying resources to support research and teaching; and creating a trusted network of junior and senior colleagues.
Excelling at Teaching and Research	Finding support for research such as developing a research/writing plan, identifying sources of internal and external funding, soliciting feedback on manuscripts and grant proposals; and finding support for teaching such as developing new courses, pedagogical methods, technologies, and interdisciplinary curricula.
Understanding Tenure and Evaluation	Better understanding the specific steps of the tenure process, learning more about the criteria for evaluating research and teaching performance, finding support in developing the tenure dossier, soliciting feedback on the quality and quantity of work through the annual faculty review.
Creating Work-Life Balance	Prioritizing/balancing teaching, research, and service; finding support for goal setting; developing time management skills; attending to quality of life issues such as dual careers, childcare, and affordable housing.
Developing Professional Networks	Establishing substantive, career-enhancing relationships with faculty who share similar interests in research and/or teaching.

Source: University of Massachusetts Amherst

Reasons Mentorship Relationships Don't Work



Fig. 1. T. A. Linstead, A. (2001). Positive and negative reactions to participating in formal mentoring programs: A qualitative investigation. *Journal of Creative Behavior*, 35(2), 141-160. doi:10.1177/0014900101035002

UTSC Context

- More of a formal mentorship program – Department Chair assigns mentor-mentee pairings
- Relationship typically lasts until tenure and promotion to associate
 - If you are both enjoying the relationship and it is helpful consider continuing for three years post promotion and informally for your career!
 - If the relationship is not working discuss with each other if you feel comfortable and also your department chair



UTSC Context

- Mentorship Excellence & Diversity (MEAD) Steering Group
 - New mentorship programs with different structures will also be available
- Institutional membership for National Center for Faculty Development and Diversity



UTSC Context for Mentees & Summary

- Meet with your formal mentor at least once a semester
 - Consider doing it over lunch or coffee to facilitate social aspect of relationship
 - In between meetings send emails etc. as appropriate to keep the mentor apprised
- Consider being open to technology to have meetings (e.g., skype) to facilitate scheduling
- Keep connected with your previous mentors & look into mentorship opportunities at your professional societies & research conferences

UTSC Context for Mentees & Summary

- Still seek out informal mentorship from other colleagues in the department/university you connect with
 - Engage in peer mentorship
- Update your department chair on how your mentorship relationship is progressing (as well as your general progress)
 - Recommend at least once a semester
- Have realistic expectations – this is just another human relationship!

UTSC Context for Mentors & Summary

- Self-reflect on your strengths and weaknesses and what being a mentor means to you
- Only agree to be a mentor if you have the time and energy to commit to it!
- Make sure you are familiar with review process for tenure/promotion and performance through the ranks assessment
- Keep up to date on best practices in teaching

UTSC Context for Mentors & Summary

- Consider forming a network for mentors
 - Mentoring is hard work!
 - Check in with your department chair regarding this important role and how it is going for you
- Proactively bring up difficult topics like confidentiality and bring them up throughout the relationship
- Be proactive about scheduling meetings
 - At least once a semester

Mentorship and You!

- What experiences have you had with mentorship?
 - What worked and what didn't?
- Anything specific you would like to know about mentorship in the UTSC context?
- Any general questions or comments?



Phases of the Mentoring Relationship

Initiation phase (6-12 months)

- Mentor is admired and respected for competence and ability to provide support and guidance
- Mentee represents someone with potential, can provide technical assistance and can transmit mentors values

Cultivation phase (2-5 yrs)

- Positive expectations are tested against reality
- Career functions emerge first; psychosocial functions emerge as the interpersonal bond strengthens

Separation phase

- Relationship is less central part of each individual's life at work; feelings of loss, anxiety
- Structural and emotional separation
- Provides opportunity for mentee to demonstrate skills and operate independently and for mentor to demonstrate that one has been successful in developing new talent

Redefinition phase

- Relationship becomes, primarily, a friendship
- May have ambivalence, discomfort

(Kram 1983)

Mentee Dos and Don'ts

<u>Do</u>	<u>Don't</u>
<ul style="list-style-type: none">• Take initiative• Look for opportunities to teach your mentor• Be respectful of mentor's time• Communicate agenda and goals with mentor prior to meeting• Clarify goals and expectations• Practice self reflection• Support your peers• Keep your CV, IDP, etc. up to date• Have multiple mentors• Clarify your values	<ul style="list-style-type: none">• Be passive—don't wait for the mentor to initiate interactions• Be late, disorganized• Stay in the comfort zone• Stay in a mentoring relationship when it is no longer helpful

Evaluating Your Mentee's Goals



Use the checklist below to appraise your mentee's goals:

Specificity

- Has your mentee identified specific short and long term goals?
- Are the goals definite and precise?

Measurability

- Are your mentee's goals quantifiable in nature?
- Has your mentee determined how to measure success?

Work Plan

- Does your mentee have an action plan to achieve their goals?
- Has your mentee considered the outcome of achieving these goals?

Reality Check

- Are your mentee's goals realistic given the circumstances?
- Has your mentee determined a completion date?
- Can success be achieved within the time allocated?
- Will additional resources or tools be needed to achieve success?

Your Role

- Is your role to advise, suggest or listen?
- Will your mentee's goals require you to provide something other than guidance?
- How can you be most helpful to your mentee?

Mentor Dos and Don'ts

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(Eby 2000)