



## **Faculty Mentoring: Why We Need It**

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*Thank you!*



# Faculty Mentoring: Why We Need it

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# Learning Objectives

- ▶ Identify two key differences in a mentor vs. coaching relationship.
- ▶ Describe three ways to maintain effective communication in a mentoring relationship.
- ▶ Define two key essential elements in a mentor/mentee compact.

# MENTOR: Starting Point



# MENTOR: Defined

- ▶ **MENTOR:** An experienced individual engaged in a longitudinal professional developmental relationship with a more novice colleague or mentee; to aid the mentee's transition toward fuller mastery of knowledge, skills and aptitudes necessary for success, professional progression, and capacity for independent contribution to science and/or practice in the field and productive professional and interprofessional engagement with others.

# PROFESSIONAL RELATIONSHIPS

	Sponsor	Mentor	Coach	Advisor	Teacher
Power	Hierarchical or positional authority	Wisdom Authority	Special Knowledge	Specific Knowledge	Content Knowledge
Duration	Long-Term throughout career	Mid-Term or Long-Term	Short-Term or Continuous	Short-Term	Short-Term or Continuous
Topic	Succession planning, leadership building	Career or personal growth	Transfer of specific information, tools, or techniques	Resolving a problem or dilemma	Content Specific
Reward	Career direction, protection during professional growth	Mutual learning, provides feedback and recommendations	Develops your expertise or potential	Provides Advice or direction; Problem Solving	Learning specific information to build on content areas

# Why is Mentoring Important?

- ▶ Mentoring is important because of the knowledge and skills students can learn from mentors
  - ▶ provides professional socialization
  - ▶ personal support to facilitate success in school and beyond
  - ▶ enhances students' chances for success
- ▶ Research shows that students who experience good mentoring have a greater chance of
  - ▶ securing academic tenure-track positions
  - ▶ Securing research funding
  - ▶ greater career advancement potential in administration

# Why is Mentoring Important?

- ▶ A research study that surveyed graduate students at UNL revealed that those who had developed mentoring relationships with faculty members were more likely to:
  - ▶ Receive financial support in the form of assistantships, scholarships, or fellowships
  - ▶ Exhibit greater productivity in research activity, conference presentations, publications, and grant writing
  - ▶ Experience a higher degree of success
    - ▶ During graduate school
    - ▶ Achieve shorter time to obtain their degree
    - ▶ Performing better in academic coursework



# Benefits of Mentoring

## Mentoring enables MENTEES to:

- ▶ Acquire a body of knowledge and skills
- ▶ Develop techniques for collaborating and networking
- ▶ Gain perspective on how a discipline operates academically, socially, and politically
- ▶ Acquire a sense of scholarly citizenship by grasping their roles in a larger educational enterprise
- ▶ Deal more confidently with the challenges of intellectual work

## Mentoring enables MENTORS to:

- ▶ Engage the curiosities and energies of fresh minds
- ▶ Keep abreast of new research questions, knowledge, paradigms, and techniques
- ▶ Cultivate collaborators for current or future projects
- ▶ Identify and train graduate assistants whose work is critical to the completion of a research project
- ▶ Prepare the next generation of intellectual leaders in the disciplines and in society

# A Mentors Role: Three Core Guidelines

## Disciplinary Guide

- ▶ Help faculty become contributing members of their fields
- ▶ Helping faculty understand how a discipline has evolved as a knowledge enterprise;
- ▶ Recognize novel questions
- ▶ Identify innovative ways of teaching and collaborative research projects

## Career

Mentor can help a mentee develop an evolutionary view of his or her career (planning, flexibility, and adaptation to change)

- ▶ Inform the mentee of the job market realities
- ▶ Help link aspects of their research to find other potential mentors
  - ▶ Alumni, professionals in universities, community groups, or the private sector

## Skills Development

- ▶ Mentor's role is to help mentees develop the intellectual and professional skills they will need, beyond those related to research.
- ▶ Oral and written communication
- ▶ Team-oriented skills
- ▶ Leadership skills

# How do you get a Mentor?

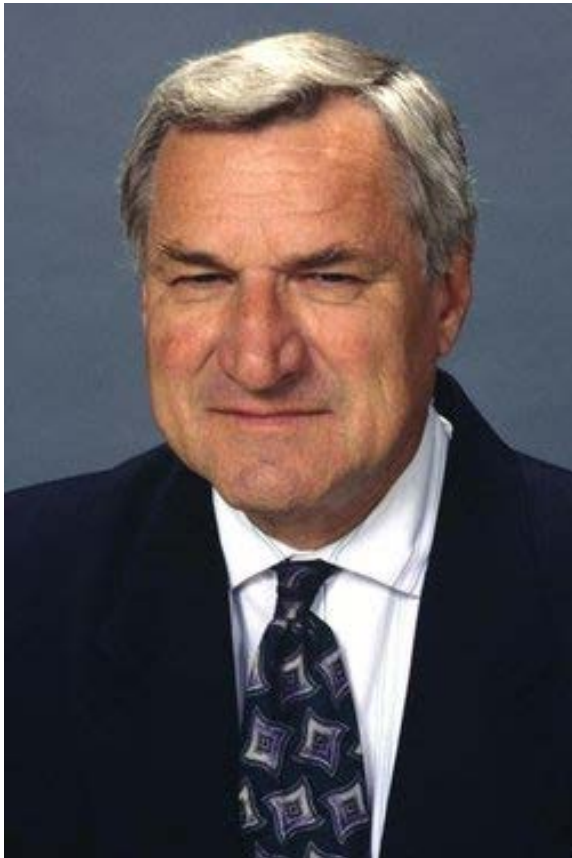
## Do Your Research!

- ▶ Formulate a list of potential mentors
- ▶ Ask peers/colleague about their mentor relationships
- ▶ Look for similar qualities that are important to you
  - ▶ Background (Customs, Traditions, Experiences, etc.)
  - ▶ Research projects
  - ▶ Education/Profession

# Famous Mentors



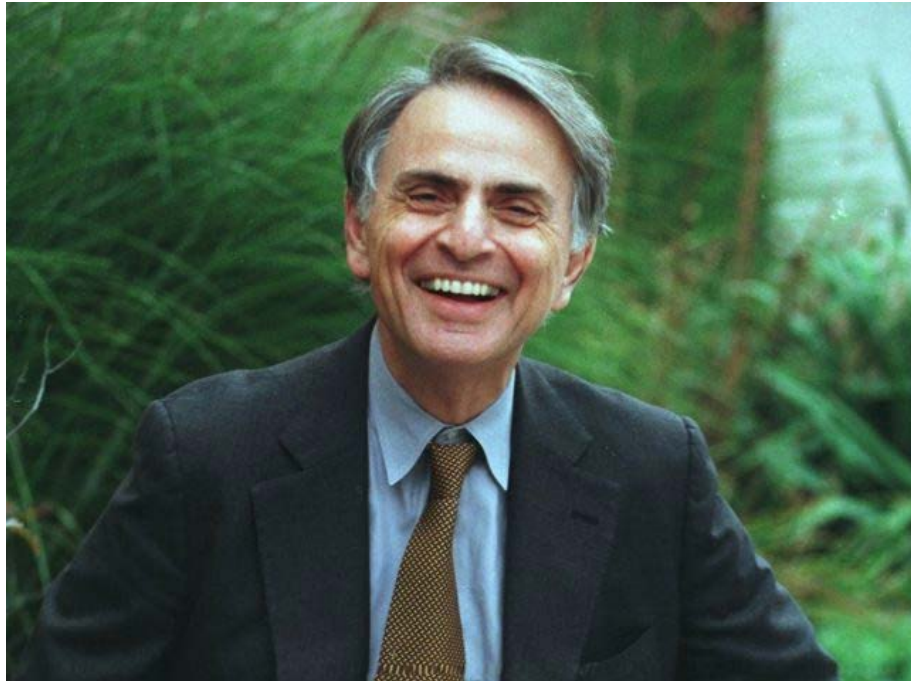
# Famous Mentors



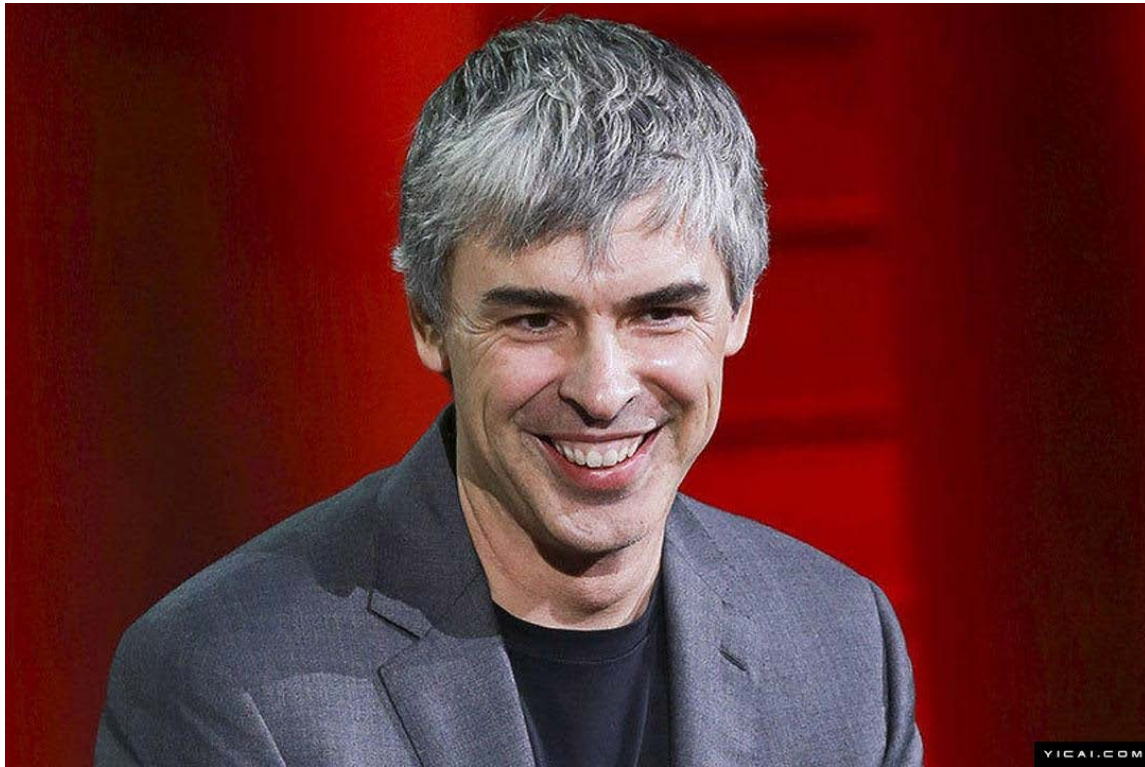
# Famous Mentors



# Famous Mentors



# Famous Mentors





# Famous Mentors



# Famous Mentors



# Communicating verbal strategies

## Active listening

- ▶ Fully engaged in the task of listening

## Attending

- ▶ Listen while observing and communicate attentiveness

## Reflective listening

- ▶ Verbally reflect back what the mentee has just said

## Open-ended questions

- ▶ Questions that cannot be answered with "yes" or "no"

# Communicating verbal strategies to avoid

## Moralizing

- ▶ Making judgments about a mentee's behavior

## Arguing

- ▶ Disagreeing instead of encouraging the mentee

## Preaching

- ▶ Telling the mentee what to do in a self-righteous way

## Talking too much

- ▶ Talking so much that the mentees can't express themselves

# Non-Verbal Strategies for Communicating

Positive	Negative
<ul style="list-style-type: none"><li>• Eye contact (depending on the culture)</li><li>• Open or relaxed posture</li><li>• Nodding or other affirmation</li><li>• Pleasant facial expressions</li></ul>	<ul style="list-style-type: none"><li>• Shuffling papers</li><li>• Not looking directly at the mentee when he or she is speaking</li><li>• Allowing interruptions or distractions</li></ul>

# Role of Trust

- ▶ Establishing trust and building rapport
- ▶ Trust is believing in the honesty and reliability of others
- ▶ Create a trusting relationship by empathizing with mentees:
  - ▶ Challenges
  - ▶ share knowledge without being patronizing
  - ▶ remain nonjudgmental.
- ▶ Establishing a trusting dynamic is essential for a productive and positive mentor/mentee relationship.

# Audience Assignment

- ▶ Partner with the colleague beside you and answering the following questions
  1. What kind of mentoring do you want/need at OUHSC?

# Why Mentoring is hard to find

## ▶ Mentors need to balance demands:

- ▶ Teaching
- ▶ Advising
- ▶ Serving on committees (Dissertation & Service)
- ▶ Research Projects
- ▶ Writing Grants
- ▶ Reviewing Work
- ▶ Serving on Department & University committees
- ▶ Professional organizations

## ▶ Mentees need to balance demands:

- ▶ Teaching
- ▶ Preparing for Tenure/Promotion
- ▶ Serving on committees (Dissertation & Service)
- ▶ Research Projects
- ▶ Writing Grants
- ▶ Reviewing Work
- ▶ Serving on Department & University committees
- ▶ Professional organizations



# Expectations

## ▶ Mentors:

- ▶ Be realistic about what you can do for your mentee and help them understand what kinds of assistance they can expect from you.
- ▶ Analyze what your mentee needs and help them develop a productive balance
- ▶ Adjust your approach depending on the developmental stage of each mentee.

## ▶ Mentees :

- ▶ Be realistic about what any one mentor can do for you, and avoid requesting too much or too broad assistance
- ▶ Analyze what you need from a given mentor and explicitly ask for those things.
- ▶ Discuss with your mentor ways that you can take on more responsibility over time.

# Initial Meeting

## ▶ Mentors:

- ▶ What are the mentees goals as a professional and/or faculty member?
- ▶ What are the mentees strengths and weaknesses?
- ▶ What is the mentees preferred work style?
- ▶ What does your mentee want to know about you?
  - ▶ Availability
  - ▶ Communication Style
  - ▶ Workload

## ▶ Mentees :

- ▶ Potential mentors will want to know if your intellectual interests are similar to theirs
- ▶ Potential mentors will want to know how well you will follow up with contacts and ideas they suggest
- ▶ Show potential mentors why they should invest their energies in you.
- ▶ Mentors enjoy protégés who are motivated and eager to move to the next level

# Mentor/Mentee Compact

- ▶ Goals and work plans
- ▶ Meetings
- ▶ Feedback
- ▶ Reminders
- ▶ Drafts
- ▶ Publishing and Presenting
- ▶ Intellectual Property
- ▶ Confidentiality
- ▶ Writing Recommendations

# When It's Not Working

- ▶ Doing an objective analysis of the pros and cons of changing advisors
- ▶ Work through any differences with your advisor before a final decision
- ▶ Seek advice from a trusted faculty member or peer
- ▶ Be professional AT ALL TIMES
- ▶ Discuss and arrange a timeframe for completing any remaining work
- ▶ Your priorities for mentoring will change

# Audience Assignment

- ▶ Partner with the colleague beside you and answering the following questions
  1. Mentor/Mentee Compact
    - a. Do you have one? OR Has it been updated?
    - b. Do you review the compact on a annual basis?
  2. How do you know if your mentor relationship is successful?

# Questions?

## **November 8, 2018 from 8:00am – 10:00am**

- ▶ OVPAAFD & OCME Mentor Training "Introduction to Mentoring Training, Maintaining Effective Communication & Aligning Expectations"

## **November 15, 2018 from 10:00am – 12:00pm**

- ▶ OVPAAFD & OCME Mentor Training "Assessing Understanding & Addressing Equity and Inclusion"

## **December 6, 2018 from 8:00am – 10:00am**

- ▶ OVPAAFD & OCME Mentor Training "Fostering Independence & Promoting Professional Development"

# What Can YOU do?

- ▶ Rotate research mentors
  - ▶ Allow faculty to gain exposure to different skills and intellectual problems
- ▶ Offer teaching mentors
  - ▶ observe classes periodically
  - ▶ help faculty progress instructionally
  - ▶ offer suggestions for improvement
- ▶ Connect with your graduate alumni

- ▶ Reward effective mentoring
- ▶ Establish "Peer" mentoring
- ▶ Start a junior-senior "Brown-Bag" lunch program

# Thank You!

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