Cell phones and electronic devices should be turned to silent or off.

Thank you!
Faculty Mentoring: Why We Need it

NATASHA MIC KEL, PH.D.
DIRECTOR, OKLAHOMA CENTER FOR MENTORING EXCELLENCE
ASSISTANT DIRECTOR, OFFICE OF FACULTY DEVELOPMENT
PROJECT COORDINATOR, CENTER FOR TELEMEDICINE
ADJUNCT ASSISTANT PROFESSOR, HEALTH SCIENCES LIBRARY AND INFORMATION MANAGEMENT
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

http://www.lafemmenikitha.com/2016/05/how-not-to-find-a-mentor/
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**
  - Power: Hierarchical or positional authority
  - Duration: Long-Term throughout career
  - Topic: Succession planning, leadership building
  - Reward: Career direction, protection during professional growth

- **Mentor**
  - Power: Wisdom Authority
  - Duration: Mid-Term or Long-Term
  - Topic: Career or personal growth
  - Reward: Mutual learning, provides feedback and recommendations

- **Coach**
  - Power: Special Knowledge
  - Duration: Short-Term or Continuous
  - Topic: Transfer of specific information, tools, or techniques
  - Reward: Develops your expertise or potential

- **Advisor**
  - Power: Specific Knowledge
  - Duration: Short-Term
  - Topic: Resolving a problem or dilemma
  - Reward: Provides Advice or direction; Problem Solving

- **Teacher**
  - Power: Content Knowledge
  - Duration: Short-Term or Continuous
  - Topic: Content Specific
  - Reward: 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 Mentor's 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

https://www.istockphoto.com/stock_photos
Famous Mentors
Famous Mentors

https://www.istockphoto.com/stock_photos
Famous Mentors
Famous Mentors
Famous Mentors

https://www.istockphoto.com/stock_photos
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

<table>
<thead>
<tr>
<th>Positive</th>
<th>Negative</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Eye contact (depending on the culture)</td>
<td>• Shuffling papers</td>
</tr>
<tr>
<td>• Open or relaxed posture</td>
<td>• Not looking directly at the mentee when he or she is speaking</td>
</tr>
<tr>
<td>• Nodding or other affirmation</td>
<td>• Allowing interruptions or distractions</td>
</tr>
<tr>
<td>• Pleasant facial expressions</td>
<td></td>
</tr>
</tbody>
</table>

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
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 an 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!

NATASHA MICKEL, PH.D.
DIRECTOR, OKLAHOMA CENTER FOR MENTORING EXCELLENCE
ASSISTANT DIRECTOR, OFFICE OF FACULTY DEVELOPMENT
PROJECT COORDINATOR, CENTER FOR TELEMEDICINE
ADJUNCT ASSISTANT PROFESSOR, HEALTH SCIENCES LIBRARY AND INFORMATION MANAGEMENT

NATASHA-MICKEL@OUHSC.EDU